



Faculty of Arts

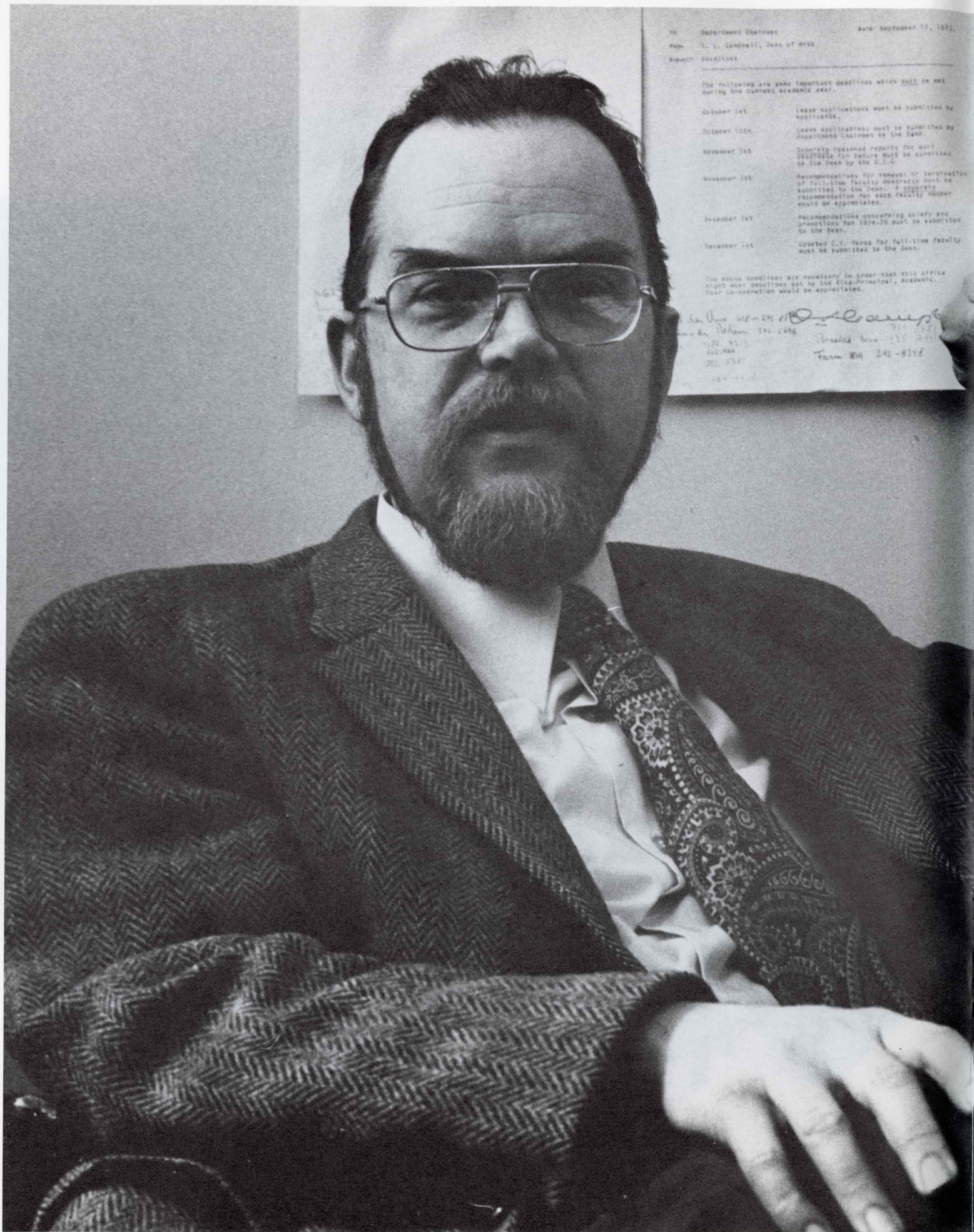
Sir George
Williams
Campus
Concordia
University

The people that you will meet in the biographical sketches in this booklet are a cross-section of the members and students of the Sir George Williams Faculty of Arts in Concordia. The sketches have been built from tape-recorded interviews and focus on the recollections of these individuals about the periods in their lives when they were making decisions about attending university and developing their careers.

It may help you to read something of how others have met and coped with the difficulties associated with these decisions. We also hope that you may be interested in knowing something about the people you would meet in the Sir George Faculty and of the great diversity of their backgrounds. Hopefully, you will recognize in a number of them qualities which you would want in your teachers and, indeed, qualities which you would like to develop in yourselves.







To: Department Chairman
From: L. L. Sandwell, Dean of Arts
Subject: Deadlines

Date: September 17, 1953

The following are some important deadlines which must be met during the current academic year.

October 1st	Leave applications must be submitted by applicants.
October 15th	Leave applications must be submitted by Department Chairman to the Dean.
November 3rd	Separate reasoned reports for each candidate for tenure must be submitted to the Dean by the U.S.C.
November 15th	Recommendations for renewal or termination of full-time faculty contracts must be submitted to the Dean. A separate recommendation for each faculty member would be appreciated.
December 1st	Recommendations concerning salary and promotion for 1954-55 must be submitted to the Dean.
December 1st	Updated C.V. forms for full-time faculty must be submitted to the Dean.

The above deadlines are necessary in order that this office might meet deadlines set by the Vice-President, Academic. Your co-operation would be appreciated.

L. L. Sandwell
Dean of Arts
242-8318
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Michel Despland,

*B.A. Lic. Theol. (Lausanne), Th.D. (Harvard)
Associate Dean of Arts; Professor of Religion*

In the Arts faculty we are celebrating the tenth year of graduate studies and, as it happens, graduated our first Ph.D. in economics, just last year. Graduate work began with the M.A. in English, History, Education and Fine Arts. Since then we have added Religion, Judaic studies, Philosophy and Sociology. In terms of numbers the graduate program has grown very rapidly and this year numbers over 2000 full and part-time students.

I think this rapid growth is just a normal extension of the kind of concern that we've had all along for part-time and evening students and the continuing education of adults. In the thirties, forties and fifties there was a great demand for the B.A. on the part of young or not-so-young adults wanting to go to university part-time or in the evening. I think in the seventies, to the on-going demand for part-time B.A. has been added a demand for the same kind of opportunity at the graduate level. So in a way the torch that was held by Sir George as an evening-education place twenty years ago is being carried in the hands of the graduate program.

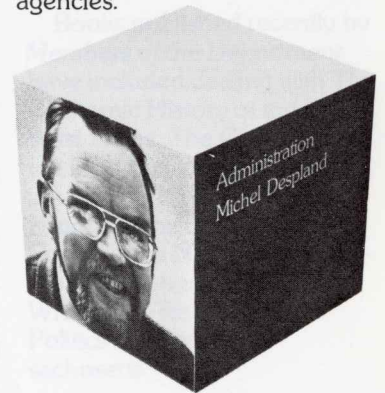
If you look at the statistics you can see that the great leap ahead in the numbers of B.A.'s has already occurred, but the percentage of the population that has an M.A. is still rather low and that is where the future growth is going to take place.

It is also true that many students want to do graduate work part-time, and right from the beginning all our graduate programs were designed to be taken on a part-time basis: all our graduate courses are scheduled either in the late afternoon or in the evening. This is an area in which the other universities were not at all ac-

tive. We had the tradition and we moved into part-time graduate work when nobody else was doing it.

I think the women's movement, the raised level of consciousness on the part of women, is also likely to bring a fresh public to the university. I think that it is a constituency that has not reached its own level of education.

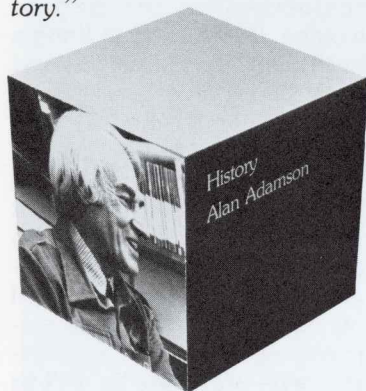
For a university, involvement in graduate studies means that the number of professors who are consulted by various organizations is a good deal higher. That means that students are in touch with professors who are doers as well as writers and thinkers; professors who are really active in their profession, who are confronted with practical problems. There is now a much higher proportion of our faculty that has this kind of out-reach at the highest level of government and social agencies.



Alan Adamson

*Professor of History
(B.A. Manitoba, Ph.D. University of London)*

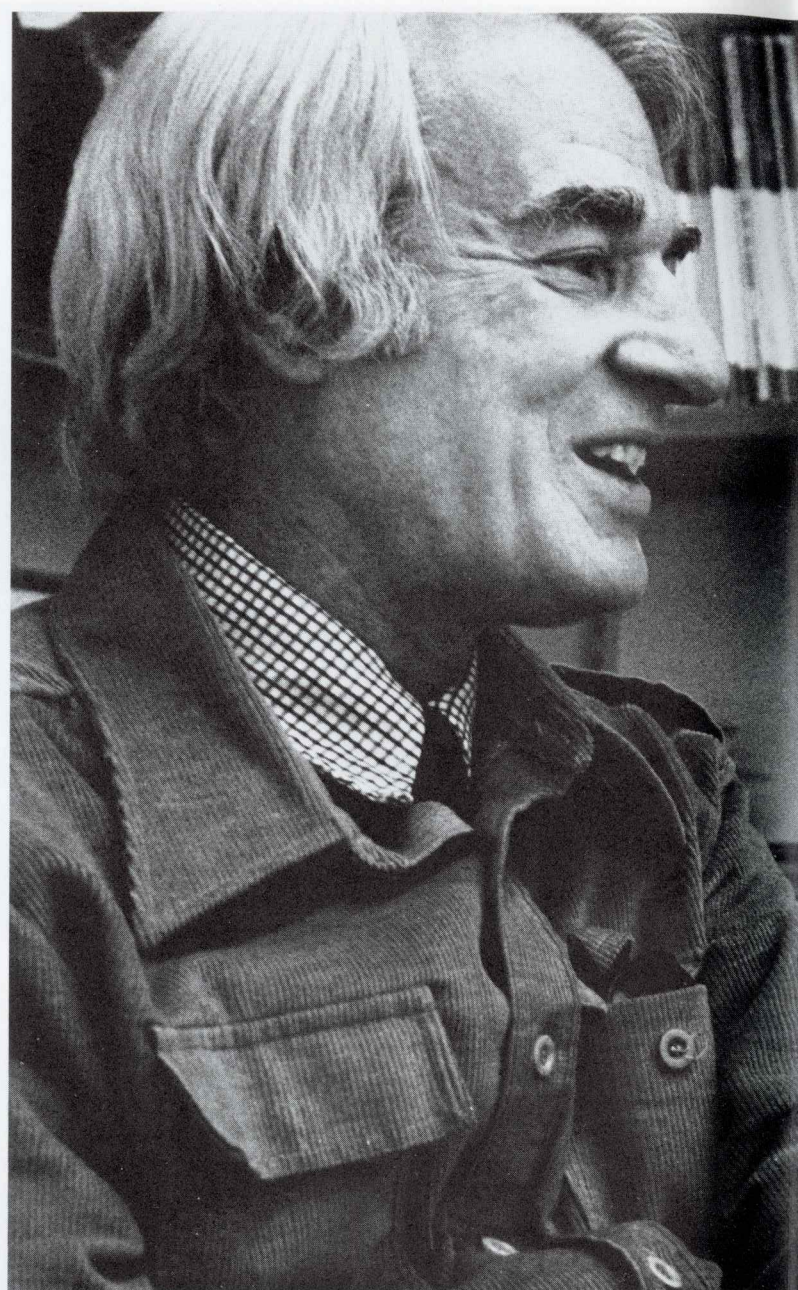
"I suppose I became interested in history when my father told me about the 1919 General Strike in Winnipeg. You can't really be interested in politics without being interested in history."



To go to university? My old man made that decision. Everyone wanted me to be a professional ... a doctor or a lawyer. I wanted to do something less mundane.

I graduated in History and English (University of Manitoba) and then became interested in film as an educational medium. The first job that I got after graduating was in the Department of Education in Manitoba as Director of the School of Broadcasting and Visual Education which at that time meant keeping the library of 16 mm. film and distributing it as widely as possible. I met Grierson (of the NFB) and made up my mind that, by hook or by crook, I would get a job with him — which I finally did do at the end of 1941. I arrived in Ottawa about three days after Pearl Harbour, and spent most of the war with the Film Board.

By the end of the war, my interests were moving more in the direction of politics, working class politics, so I managed to get a job as a research director for the Workers' Educational Association in Toronto, which involved a lot of writing, some teaching and a certain amount of work directly with trade unions — sitting on conciliation boards and things of that nature. I was there for about a year and a half, and then I went to New York. I had met a fellow who was doing what we now call psephology — the analysis of voting behaviour. From there, I went to work for the Voter's Research Institute until it eventually went broke, and then I moved to San Francisco with the California CIO. It was at that point that I got the chance to go to Czechoslovakia and teach in a language school. I was there for two or three years.



I arrived back here just at the height of the McCarthy period which meant that, in effect, I was iced out of any kind of work for which I was qualified. So, for a few years I sold machine tools which in many respects I don't regret. I learned a good deal in that period. I finally got a job teaching again in Saskatoon. After a couple of years, I decided that if I was going to teach permanently I might as well get a Ph.D. and went to London in the early sixties. There I did my doctorate under Dr. Eric Hobsbawm and wrote my thesis on British Guyana.

I'd been in Montreal from 1952 to the early sixties and liked it very much and wanted to get back there if I could. I

had some friends at Sir George who were very excited about the prospects; so I applied and was lucky enough to get a job. I've been here ever since, which I suppose is the longest period in my life that I've ever stayed either in one job or in one city.

My interest in history began when my father told me about the 1919 General Strike in Winnipeg. I'll tell you why: I can remember this very vividly. I was about 8 or 9 years old and in my class there was this



girl named Isabel Dixon. I didn't know then that her father was one of the leaders of the 1919 strike. My father worked in a Trust Company and his whole system of values was bourgeois. But partly because he came from an Anglo-Irish background, he was a strong Canadian nationalist. This produced a very curious yet extremely interesting situation. I came home one day and at dinner laughingly said: "Some boys were calling Isabel Dixon names and she ran home crying today". I told this without any feeling. He suddenly got very interested and very angry. He said: "I don't care how big or how tough they are, you stop them!" So I said: "What's with Isabel

Dixon?" I didn't even know he knew her. He explained that her father was a man called George or Fred Dixon. "Before you were born, we had something called a General Strike here". He told me what it was from his point of view. He wasn't sympathetic to the strikers at all. But he said this man was arrested and he was arraigned for trial. When he came

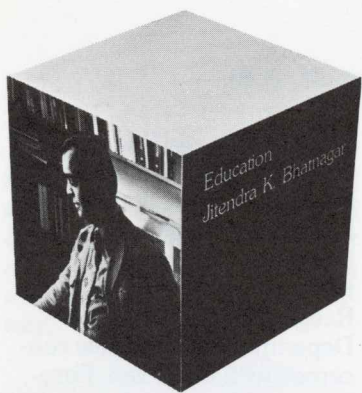
into the courtroom, he said to the Judge "Your Honour, would you answer a question before the trial begins? The Judge answered: "Yes — what is it?" "Tell me under the laws of what country am I being tried?" The Judge said: "Why, under the laws of Canada, of course." Then Dixon pointed to the Union Jack. "Then, in that case, take that foreign flag down and put up the flag of my country." My father said: "That's Isabel Dixon's father and anybody who can say that, in my books, he and his entire family have to be defended". That was really my introduction to History.

History In addition to the courses leading to a B.A. with honours, a major or a minor in history, the Department offers honours programmes in Philosophy and History and Religion and History. The Department is principally concerned with Canadian, European and American history but also offers courses in African, Indian, Chinese, Russian and Latin American history and in the history of science and the roles of women.

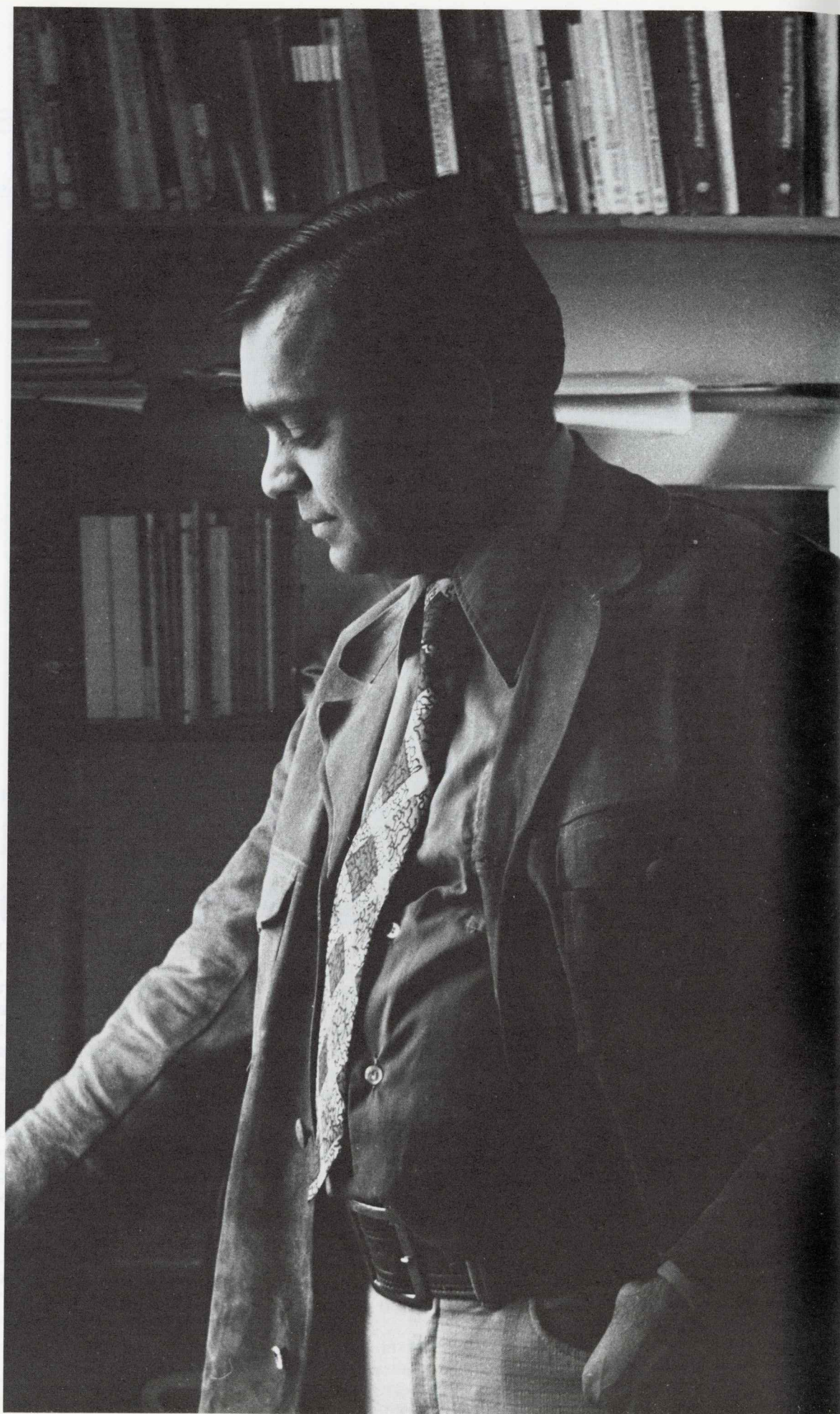
At the graduate level the M.A. and the Ph.D. are offered in Canadian, American and European history.

Members of the Department were instrumental in founding the Interuniversity Centre for European Studies. The Centre d'Etude du Quebec (CEQ) and the Centre en Histoire Economique (CHE) were created by a member of the Department and are associated with it.

Books published recently by *Members of the Department* have included dealing with *The Economic History of the British West Indies*, *The Conditions of the Montreal Working Class in the Early 20th Century*, *The History of the Banque Canadienne Nationale*, a Biography of Robespierre, *The Writings of Trotsky* and *the Politics of Puritan Massachusetts*.



"When I finished my M.A. at the University of London, I decided that I was going to go in for teacher education in one form or another. So, to extend my experience, I went to teach in an inner-city school. It was tough. It was very, very difficult, teaching those kids. They try out all kinds of things and they find out how genuine you are. Someone will come up to you and say: 'You black bastard, what are you doing in my school? And that's where the real mettle is tested. You smile and say: 'How did you know I was a bastard?'"



Jitendra K. Bhatnagar,

*B.Sc., L.L.B. (Agra), M.A., Ph.D. (London),
Associate Professor and Chairman of the Department of Education*

I got into teaching by accident. I had always wanted to teach but when I started off in India, I studied chemistry and biological sciences because the career opportunities seemed to be good in that area. I come from, if you like, a lower middle class family and my father could not support me through college. So I had to do this while trying to earn money, and in India that can be an extremely difficult task...

Having done my B.Sc., I couldn't get a job and I decided to do Law. The reasons for doing Law were two. First, that the classes were held in the evening, although it was a full-time course — Sir George is not that unusual in that respect — and second, Law had more career opportunities than the B.Sc. During the day to support myself I started teaching school and I liked it instantly. I would have liked to have stayed in it longer except that teaching was incredibly badly paid in India.

Having graduated from law school and having been admitted to the Bar, I found there wasn't sufficient chance for me to practice on my own and I ended up on Delhi Police as a prosecutor, and that was generally considered to be a plum job because the pay was not too bad and the bribes were fantastic! One could make a lot of money very quickly by not arguing a few cases. I had to prosecute something like twenty cases a day and by not arguing a couple of cases a day, which perhaps you would not have done in any case, that's all you had to do to get perhaps ten times your normal salary.

I found the whole situation thoroughly to my distaste, and I spent two of my most unhappy years on the Delhi Police. Then I decided well, I like teaching, what shall I do? So at that point I decided to emigrate to England. That gave me an opportunity to teach. The salary was not particularly good but it was liveable.

Well, I decided by the time I finished my M.A., that I was going to teach in an institution which dealt with teacher education in one form or another. Having decided that, I also went to teach in an inner city school. People thought I was mad, and it was tough, but I think it's worthwhile in the end. If you can teach those children you can teach anyone... I spent two years teaching them and I really enjoyed it.

In 1966 I was offered a job at Enfield College. This college was starting a program, a BA honours program in the sociology of education. These were all teachers; this was a part-time degree for teachers. At that point I was also closely involved in various projects in Britain. I was one of the members of the Institute of Race relations and we lobbied and did all kinds of things for social action.

But I was getting very concerned about the development of race relations in Britain. This was about the time that I was writing my book *Immigrants at School* and I could see that the situation would get worse, not only economically, but as it got worse economically it would also get worse socially. I thought that it would not be a nice place for my children to grow up, so I decided to emigrate to Canada.

I think that I'm one of those people who would take Sir George as a choice. I have a

special affinity for part-time students, because I have been a part-time student all my life, and I know the difficulties one goes through with this. I think people don't emphasize enough the unique qualities of Sir George. I found out that Sir George is the first university in Canada to give degrees through part-time studies only. It and York are the two major institutions in Canada which are predominantly part-time. Sir George is different, and I think in this way that Sir George is further ahead and is going to be the leader of many universities in Canada.

Education The Department offers courses leading to the B.A. with a major in Early Childhood Education and Education and Philosophy and minors in Education and the Philosophy of Education. The programme in Early Childhood Education provides, along with the courses, an internship for its students.

At the graduate level the Department offers work in Educational Technology and Educational Problems. Members of the Department are involved in research in areas such as the impact of television on native peoples, the educational problems of minorities, immigrants and part-time students, and in the philosophy of education and comparative education.

Taylor Buckner,

B.S. (Louisville), M.A., Ph.D. (Berkeley),
Associate Professor of Sociology and Urban Studies.



"The most fundamental change in our society is women seizing control of the means of reproduction. We are beginning to see a different kind of society growing, in which families are no longer as necessary as they were before. The entire family structure, with its property and inheritance pattern, was basically created because women would have children whether they wanted them or not. Now that this is no longer true we are beginning to see a new kind of interpersonal relationship. We won't be able to tell the direction that this fundamental change in society is going to take for another thirty years."

I never graduated from high school and I got into university in engineering by examination and promptly flunked out. I was interested in automobiles. I was sort of a juvenile delinquent. I went to another college, studying economics and got thrown out for insulting the dean. And then I found sociology and I decided this was a great discipline because you could do practically anything you wanted. By the time I got to be a junior in college I had begun to think in terms of an academic career. As I learned more about the world outside, I decided I could participate in the world outside as a sociologist and benefit from it in an academic sense also.

One of the best ways to find out about anything is to go out and experience it. Any other way is just a little more distinct from the actual phenomenon. There are certain things you can only really know by experiencing them. We have had very good success here teaching students to do field observations. We have this course in which we take about 100 students and have them spend two nights out of three doing observations in various places in downtown Montreal. It's all very highly organized and structured and guided and controlled, but they're out sitting in bars and other places and thinking over and over to themselves "I'm in class. I'm in class." They turn out excellent papers and we have about 300 ethnographic studies of Montreal...

My central focus is on the downtown area. I'm interested in the lives of the sort of people who live downtown. Many, many people who live downtown in one-bedroom apartments, are very mobile; these people have been pulled loose from the customary sources of community. They don't live in neighbourhoods all their lives. Rather, they move into a new city, they find some public place where there's a group of regulars. They create their own primary group, so that a bar becomes a sort of home away from home.

I think an all-round liberal arts education is an excellent basis for later specialization. By and large the technical specialties which lead immediately to jobs, lead fairly shortly to an obsolescence of skills. Repeatedly, it has been demonstrated that the people who rise to the top of companies are the people who have a broad liberal arts background rather than those who have a narrow speciality. A general arts background teaches you how to study and how to learn. It may even develop a taste for continuing learning. It allows you to be more of a generalist and to solve the problems which you specify rather than the problems which are specified for you. It gives you a broader outlook. I don't think a person should go into sociology with the idea that they are going to get a job in sociology at the end of it, but on the other hand I think if a person actually specializes in sociology, then getting a job need never be a problem.

We have a knowledge-based society, and as we're producing knowledge at an incredible rate, no one can rest on what they learned in college and so continuing education, and coming back to the university is going to become more and more the custom, and one for which Sir George is excellently equipped. Because we've been doing for 30 years what is now just becoming the new rage in education.

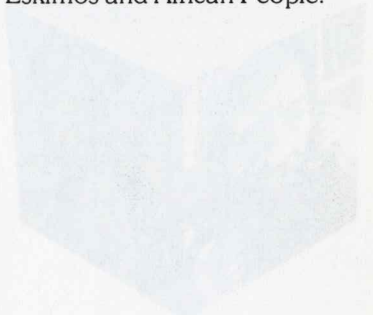


I enjoy evening students. I enjoy their dedication. Most of them really enjoy studying. And many evening students have better work habits

...They've been out in the world and have had to work for a living...Even though they may be tired because they've been working 40 hours a week, they come to class and they've paid for it and they want to do it and they know why they're there and all these things are pluses.

Sociology and Anthropology Programmes are offered for a B.A. with honours, a major or a minor in Sociology and for Honours in Sociology and Religion and Sociology and Philosophy. An honours programme and a major and minor in Anthropology are being introduced. The Department also offers a Masters Degree in Sociology.

Members of the Department have special interests in such areas as Sociological Theory, the Sociology of Knowledge, Urban Sociology, The Sociology of Deviant Behaviour, the Sociology of Sex Roles, Quebec and Canadian Society and Industrial Sociology. The Anthropologists have special interests in areas such as Canadian Indians and Eskimos and African People.



Charles A. Davis,

*S.T. B. (St. Edmunds), S.T.L. (Rome),
Professor and Chairman of the Department of Religion*

"When you consider the universality of the factor of religion in forming the basic character of people and societies, it seems obvious that a study of religion should be a required qualification for civil service posts, for example, where officials have to decide on policy towards other countries. I think these would have been fewer surprises in store in Viet Nam if the characteristics of the Buddhist religion had been given as much attention as the characteristics of Asian communism. And it would be very useful to a social worker who was involved with people of a particular religious background to have knowledge of how it stamped them."



I would never have gone to university had I not decided to become a priest. My own background is working class. I was the first generation to receive a high school education. As far as my parents were concerned they went to what was simply called an elementary school which you left at the age of fourteen. My brother and I went to grammar school only because we won scholarships. On matriculation I decided to pursue a religious vocation, and I moved then into a different environment with different educational goals.

Moreover when I went on for the priesthood I thought of it in sort of ordinary terms as becoming a priest and serving in a parish. I didn't realize I had any intellectual potential in that sense, or was destined for an academic career. I still remember my first encounter with philosophy. It just completely changed me. I can still recall the experience of suddenly moving into this intellectual world. Nothing had prepared me for this.

I did two years of philosophy and other related disciplines and four years of theology and then I went on to Rome to get a higher degree in theology.

The experience was not primarily religious. It was intellectual. It was while I was in the seminary that, with what little money I had, I started buying second-hand books. I started living with books.

I feel that if there is some kind of experience that sets you on the path, it just grows of itself. Of course it is wonderful to meet someone who becomes your intellectual guide but I don't actually think it's necessary. I don't remember any time in my life receiving advice

which has really helped me. Regarding biographies, I've always been envious of people who have found that marvellous teacher who advises them at just the right moment. I've learned a great deal from other people but I've always had the sense that I've had to be my own guide and make my own decisions.

There is a feeling that religion is something that you inherit, and then you find out about other people's religion through other subjects, by doing a bit of history. And it's not yet realized that there has emerged in fact a scholarly study of religion as a factor in human culture.

I think that there is as much point in studying religion as a subject as, say, philosophy.

Undoubtedly religion is in the category of subjects that have no clear vocational follow-up. I think as people realize that religion is a field that demands competence, so likewise an increasing number of positions should demand competence in religious studies. I mean when you consider the universality of the factor of religion it seems nonsensical at this stage that, for example, an external affairs office in the civil service should not have somebody competent in the religions of the people.





Religion In addition to programmes leading to a B.A. with honours, a major or a minor in Religion, the Department offers honours programmes in English and Religion, and History, Philosophy and Religion, Sociology and Religion, and a major and minor in Judaic Studies.

At the graduate level, M.A. and Ph.D. programmes are offered including graduate work in Judaic Studies. Individual courses are provided in such areas as Biblical Studies, Women and Religion, the History of Christian Thought, the Religion of India, China, Japan and Islam, Judaism and Contemporary Ethics.

"The one theme that has stayed the same is helping people to learn, grow and develop... I've maintained that kind of a focus in everything I've done, and that's been my only really big interest, that kind of a helping, teaching relationship."





Hedley G. Dimock,

*B.A. (Beloit), M.A. (Mich.), Ed.D. (Columbia),
Professor of Applied Social Science*

I had many interests when I went to college and had no clear picture of what I should major in. And for the first two years I simply took general courses. I could have majored in four or five different areas but eventually chose history, so I ended up my undergraduate work as a history major with a minor in philosophy. In going to the University of Michigan I decided that I would like to start focussing more in the teaching area and so I built in some education courses which would qualify me for teaching. When it came time to do my student-teaching, I had a very tough time getting a position — students were going out fifty to sixty miles to get student-teaching experience — but it just so happened that there was an opening in the local high school for somebody who would work with a student guidance counsellor and do teaching in that area...

It then became very clear that I preferred working with high school students around concerns, problems, interests that they were experiencing. So at that point I switched out of history as a teaching interest and became more interested in working in this general area.

But I did not yet move into a straight academic pursuit. I was the resident master of a school for handicapped children in Toronto. Then I moved to Montreal Children's Hospital for seven years where I again did some teaching with student and graduate nurses program, but also spent a great deal of time with the sick children.

Following that I went to work with the Montreal YMCA as their coordinator of staff development training. By that time I was already teaching part-time at Sir George. Finally, when I join Sir George full-time, I came to do half-time teaching and half-time directing a centre for human relations and community studies. So that second half kept me out in the community and working on the real programs with the people involved.

I had a job offer from McGill the same year I came to Sir George but chose Sir George primarily because I was much more interested in the kind of programme it was running, dealing with mature students, students coming back to school, students who then wouldn't make it into McGill, who would be accepted at Sir George and have a second chance and an opportunity to move forward — much more flexibility at that time and a real interest in the student.

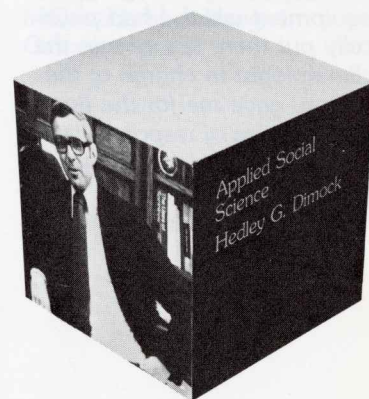
Our students in Applied Social Sciences have quite a few areas open to them. They usually work in some kind of a community-serving organization, some kind of a social agency, with the YMCA, or some kind of a community-oriented programme. A few work with the government in the area of community services, leadership in community sports and recreation. Quite a number have gone into CEGEPS, colleges, or universities in a student personnel capacity... A few have gone into some aspect of business, usually in a people-area.

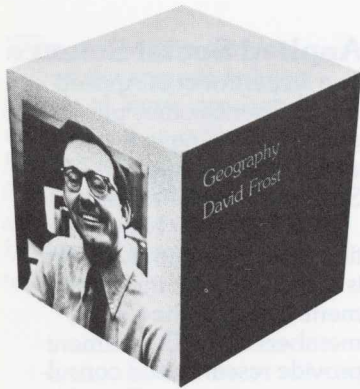
Many of our graduate students go on for advanced training. And of these quite a few go into counselling, human relations, sociology or social work.

Applied Social Science

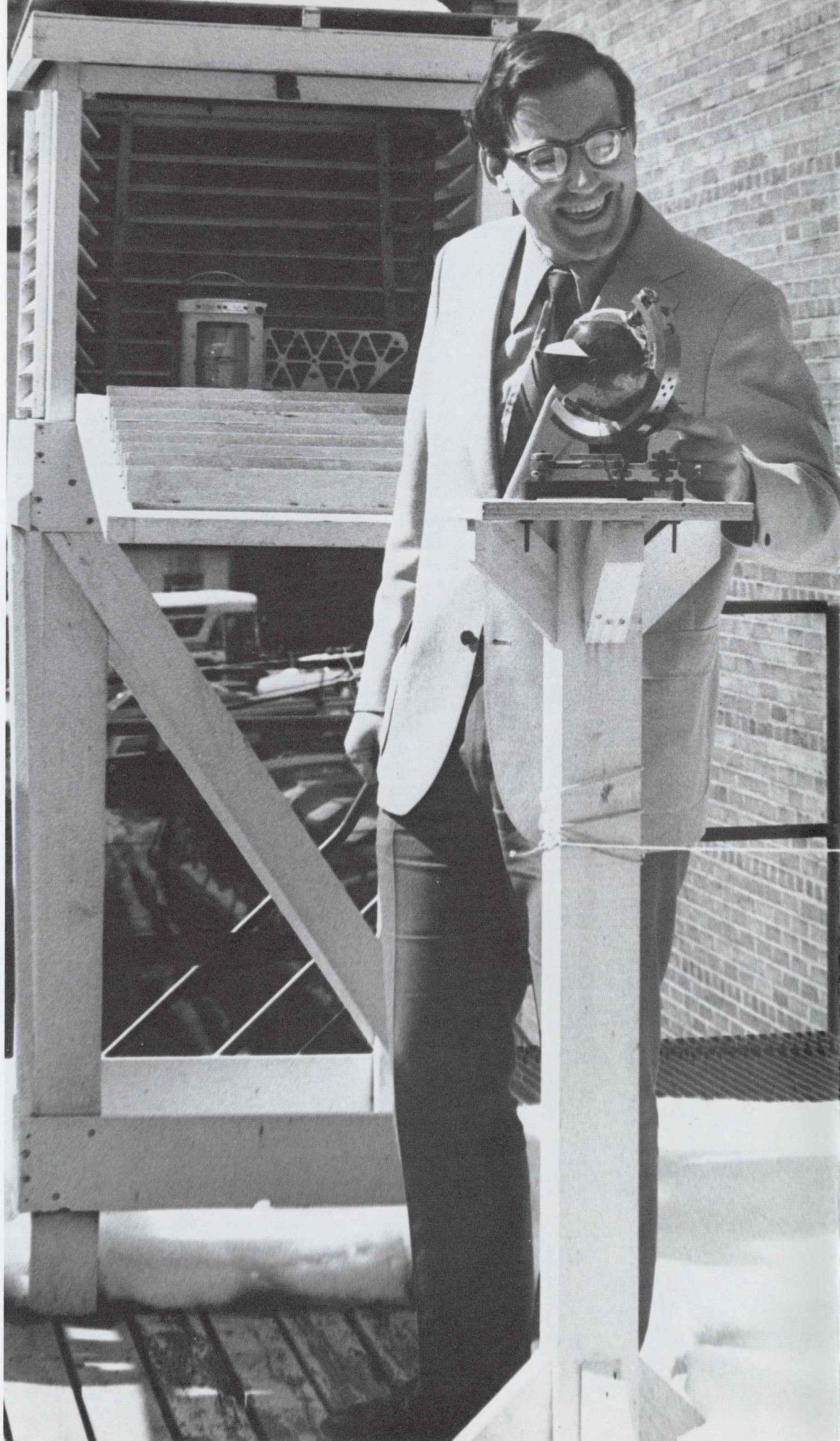
The Department of Applied Social Science offers programmes leading to the B.A. with a major in Applied Social Science or Social Welfare.

The Centre for Human Relations and Community Studies is associated with the Department. Through the Centre members of the Department provide research and consulting services across Canada to government, business and other institutions on matters related to human relations.





"I think the fact that I was able to go out myself and assemble all these records, using my own equipment which I had physically put there since I was the climatologist in charge of the station, gave me for the first time an area of responsibility. I realized it was up to me to do something concrete with it."



David Frost,

*B.A., M.Sc. (McGill), Ph.D. (Birmingham),
Associate Professor and Chairman of the Department of Geography*

When I was in ninth grade I began the study of geography under a teacher of quite extraordinary talent. And he assigned a term paper, shortly after which I got sick and so I had an opportunity to work at it longer and more intensively than I might have done. I got what was for me quite an astronomical mark.

I definitely seemed to find my feet with this experience. If you can launch somebody in a particular direction or into a particular discipline, then everything else that they're doing locks into that one particular subject, and the whole thing can move ahead.

In my first year at McGill, while I was keen on geography, I had always done very well in history and I had the idea that history and geography as a pair might go together. I was very enthusiastic about the Soviet Union and I thought, with the history and geography, I might make myself into some kind of Soviet Union expert.

Then I made the discovery that the geographers I met interested me much more so I became more sympathetic to geography. At the end of my first year there was really no doubt that it was going to be geography. After that I had a series of summer jobs which confirmed this decision and helped me to focus it.

I think there is a tremendous factor of luck involved. I have seen other graduate students who I would have said were much more brilliant than I was who've ended up in a department where there was nobody very keen on the subject-matter that they wanted to work in, and nobody was giving them any real direction. They'd just thrash around for a couple of years getting nowhere and get heartily disillusioned and drop the whole

thing. So there luck operated in precisely the reverse direction.

Geography really has no subject material that is peculiar to itself. That is, there is nothing that you can go and measure and say, "That is a geographical fact." The one thing that we have is that anything that we measure we locate by place. And so we're interested in anything involving spatial relationships.

The obvious interests are economics, political science, sociology, psychology, and in pure science, physics and geology.

A lot of our students go into teaching at the high-school level. Others go into all kinds of government agencies — the Department of Transport for example. And also into private companies — there was a lady, for instance, who for a number of years worked for Steinberg's on the implications of putting a new supermarket in one place and how that changes the journey patterns of people going there to do their shopping.

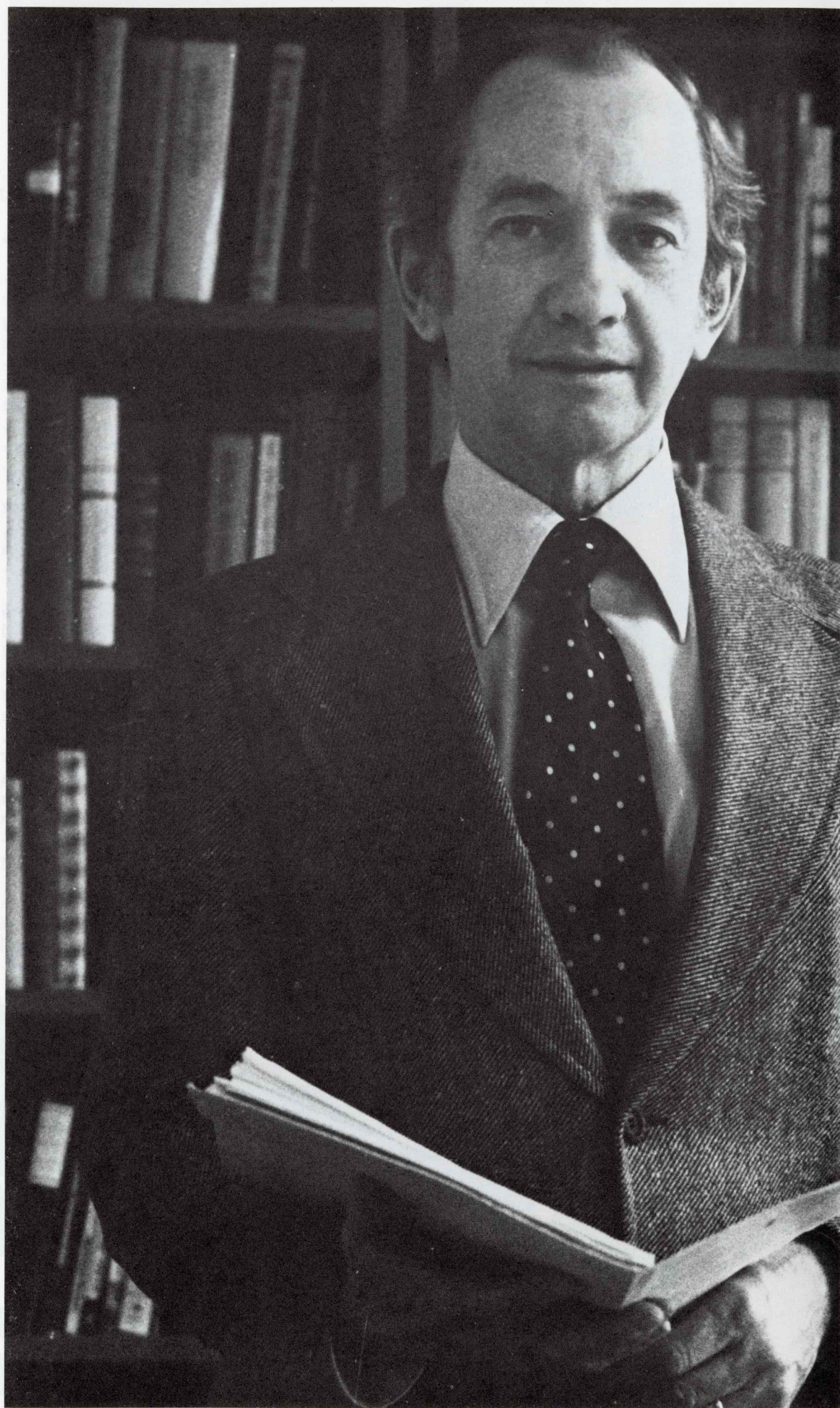
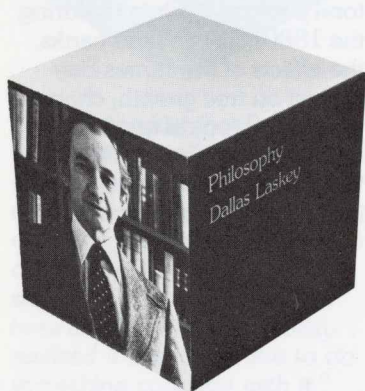
Geography should be seen as part of the central groups of subjects making up the liberal arts curriculum, since it introduces the concept of spatial relationships into such other subjects as economics, history and political science, and ties together man and his natural environment.

Geography The Department offers courses leading to an honours B.A. in Physical, Human and Economic Geography and to a major and minor in Geography.

Members of the Department are involved in research dealing with such questions as Electoral patterns in Ontario during the 1880s, Urban land banks, the effects of the James Bay project on tree growth, characteristics of tropical rainfall, the origins of the Kenyan Rift Valley, unemployment patterns in Canada and change in Canadian ports.



"To opt for philosophy in a place like New Brunswick as it was then you had to be a little mad. I always had a clear idea that I would like to be a philosopher. I was never sure I would be able to be one. And I am not the kind I'd like to be. But I'm still young yet!"





Dallas Laskey,

*B.A., M.A. (U.N.B.), Ph.D. (Harvard),
Professor and Chairman of the Department of Philosophy.*

I didn't start in philosophy, although I was interested in philosophy before I registered at university. I made my decision to opt for philosophy about the end of the second year. But I didn't go all out because I had more things going for me as an athlete, and it seemed the only practical thing at that time. I thought that, while I'd really like to be a philosopher, I'd probably have to be a physical director. So I worked my way through university in various activities as a physical director. I was known more for my boxing prowess than anything else. I held seven titles in all by the time I graduated from university. That was an alternative — to be a professional boxer. I thought very seriously about it.

Then I joined the RCAF and served in Bomber Command. I was shot down twice. I got back to England the first time. The second time I didn't quite make it. So I had to spend two years in Stalag Luft Three. There I had a good chance to explore and develop my own philosophical interests. And it was a tremendous experience

in terms of understanding people...being in a situation with 4,000 others with a great variety of nationalities and backgrounds and cultural differences as well as being involved in rather unusual activities. I was in on the Wooden Horse episode. I directed the tumbling, the gymnastics, in front of the box.

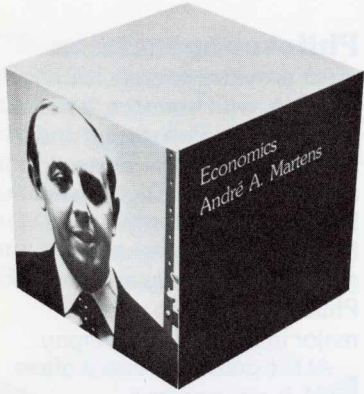
Before the war I had thought of working while continuing my philosophical studies part-time. But now I had accumulated enough funds as a prisoner of war, and from the education grant from DVA. I was delighted at the chance to go back to school. I did one year of courses. In the summer I wrote my dissertation and then I went on to Harvard. After a couple of years there I ran out of funds, so I taught at Bishop's for two years and then went back to Harvard for another year.

Sir George is in some ways the opposite of a place like Bishop's, and there are things that are more attractive about it. For example, the heterogeneous character of the students. One has the feeling here that one can do something for more students. Here you do get a lot of poor boys who have all kinds of disadvantages but are keen and hard-working and this can be very exciting.

I feel philosophy is one of the central subjects in a liberal arts education in the sense that it involves a different set of skills which are useful and which are part of the equipment of a well-educated man. Traditionally, philosophy has been thought of as a central topic.

Philosophy The Department provides courses leading to a B.A. with honours, a major or a minor in Philosophy and in addition honours in Education and Philosophy, English and Philosophy, Philosophy and History, Philosophy and Religion and Sociology and Philosophy. It also offers a major in Political Philosophy.

At the graduate level it offers an M.A. programme.



"The study of economics enables people to understand better the new economic order in which they are going to live."





André A. Martens,

*L. és Sc. Econ., Lic. Sp. Econ. (Brussels), Dip. Econ. (Hague), D.Sc. Econ. (Brussels),
Associate Professor of Economics*

When I was at school I felt very strongly that I wanted to go to university. Now, given the family circumstances, there was a certain risk that I couldn't go for financial reasons. So I obtained a teacher's diploma for elementary teaching. I actually never practiced teaching but it had been my plan to pay for my studies by working as a teacher. But then I was able to get a scholarship from the Belgian government and so I went into university.

When I entered the university I was very much interested in journalism. That's why during the first year I took jointly political science and economics. But after one year I got very interested in economics itself, and in the subject of development economics and policy for developing countries, and I have been in that field since I graduated.

In 1964 my thesis director introduced me to an international organization. Immediately I went into field work in Turkey for four years, and at the same time I was working on my thesis which was related to the Turkish economy. And my thesis supervisor happened to be advisor to the Turkish government.

In the kind of economics I was doing at the university, quantitative economics, my professors were strongly influenced by American thinking. My thesis director had obtained his degree at McGill, though he was Belgian, so I was influenced by the North American background. And when I was in Turkey I taught in English in a Turkish university, and I had

quite a few Canadian and American colleagues. However I came to Canada rather by chance in the sense that when, after four years in Turkey, I went on the job market I got an offer from Sir George.

The students I had been teaching before were Turkish, so I found the students at Sir George were somewhat of a novelty, particularly the night students. What impresses most teachers of night students is the great heterogeneity in the group. It makes teaching much more difficult. You have people at night who cannot read a graph, and then on the other hand you have engineers for whom it's very easy. At the graduate level I found the contribution of some of these students — the older ones — was very useful, especially some students coming from eastern countries with degrees not recognized in Canada.

For a person who is not planning to be an economist, the study of economics enables him to understand events, to read the papers in a more intelligent way, to be more proficient in many professions where understanding of costs is important. It does not guarantee that he will make a lot of money, nor that he will be successful in business, but these days it is part of general culture. Many of my evening students come to me after the introductory course and say: "Now I really can read a paper. I understand something about world food problems, about the gasoline shortage, about general policy issues."

One thing I notice particularly is that Sir George has always been very open to new Canadians, or to Canadians who come from minorities. That is a fact. Sir George strikes me as a very open university in general.

Economics At the undergraduate level the Department offers programmes leading to the B.A. with honours, major or minor in Economics. At the graduate level, programmes lead to the M.A. and Ph.D.

The International Institute of Quantitative Economics is associated with the Department. It has provided research services to all levels of government in Canada and to a number of countries abroad.

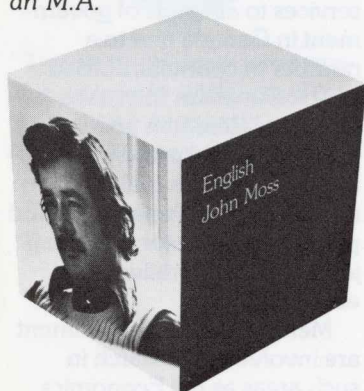
The Canadian International Centre of Research and Information on Public and Cooperative Economics is also associated with the Department and publishes the major Canadian journal in cooperative economics.

Members of the Department are involved in research in such areas as the Economics of Health Services, the Economics of Developing Countries, International Trade.

John Moss,

B.A.; M.A. (U. W. Ont.), M.Phil. (Waterloo), Ph.D. (U.N.B.); Associate Professor of English.

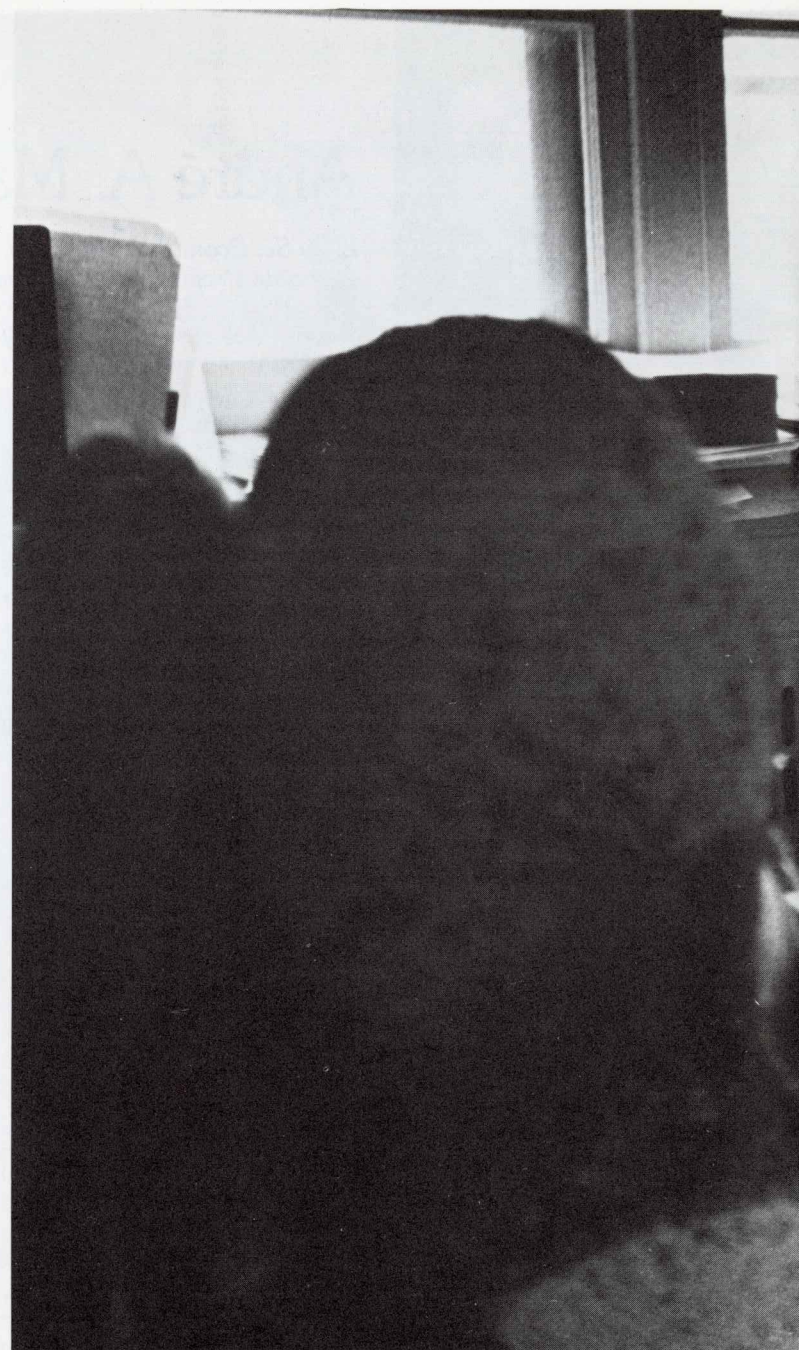
"I went to a small country school where there were several grades in each room. I remember the teacher, Mr. Ripley, asking who was going to university, and three of us in the room put up our hands. And we were the only three, in fact, out of that class of 30 who went to university; and two of us are Ph.D.'s and the third is an M.A."



When I started university, and even when I graduated, an academic career was the farthest thing from my mind. I went to university because it didn't occur to me to do otherwise. It was expected of me. I failed physical education three times and chemistry twice. Even after I had finished my B.A., I still didn't know what I wanted to be when I grew up, and I wandered around the world for a couple of years. I wanted a life of adventure. I went to Europe, North Africa, Asia, worked at a lot of different jobs, everything from being a stage hand to slinging beer. It was quite romantic. I swam the Hellespont in emulation of Lord Byron. I did the whole thing on no money. I starved a few times, sold blood to eat, worked as a packer, a sales clerk, lighting technician, stand-in in a movie, drove taxi.

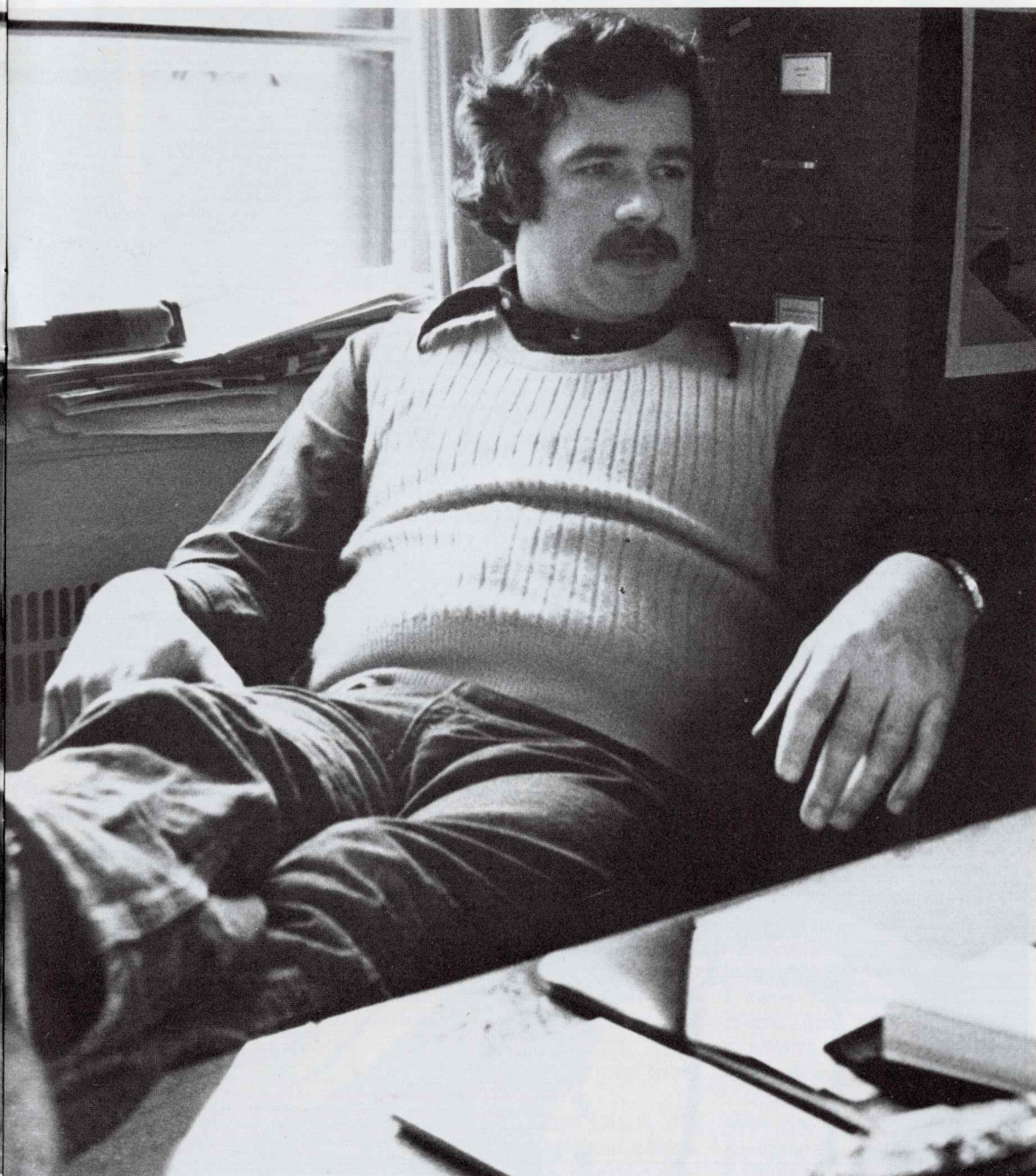
After those two years I found that I was writing more and more about Canada and I decided it was time to come home. I still didn't know what I wanted to do. I worked for over two years in various jobs with the CBC. I tended to be flirting around the arts, particularly literature and drama. I was very frustrated.

Then I was talking to a friend, and we got on to the subject of graduate school. Really, it was out of the blue. It was August, and it suddenly occurred to me for the first time that I should go back and give it a try. I did a qualifying year and the M.A. year, and during that time I was married and we had a child on the way. And not having enough faith in my academic ability, I quit without having done the thesis and taught high school for a couple of years. I finished the thesis and got a part-time job at Waterloo and at that point I became interested in Canadian literature.



I really wasn't consciously aware of the study of Canadian literature until after I had an M.A. I discovered Canadian literature and it was just Pow! It was incredible. There was this whole world which suddenly had some relevance and meaning to me and it actually was very therapeutic. It put some structure into my own life, my own experience. I moved right into Canadian literature, and I got an M.Phil. at Waterloo, and then I went down to the University of New Brunswick and did my Ph.D. in Canadian literature and got thoroughly involved in it.

So now the way I live is inseparable from the literature I'm involved with. I'm the editor of a journal — that's my hobby, except that it takes about 30 hours a week — and I teach Canadian literature. With whatever time I can squeeze I write criticism of Canadian literature, books and articles. And I read of course. I'm just thoroughly involved. There's no way I can separate me from my job. I'm just wrapped up in the whole thing. So after years of wandering around (I added it up and I had about 22 different jobs), I found an academic subject where I was actually a part of it, where it wasn't just a matter of learning something, a



English In addition to courses leading to a major and minor in English, the Department offers undergraduate honours programmes in English, English and Philosophy and English and Religion. Courses deal with various themes and periods in English Literature and include courses offered in creative writing. At the graduate level, the Department offers work leading to an M.A.

The research interests of members vary from Canadian Radio Drama and Literary magazines through Renaissance history drama and poetics to Jewish writing in English. Other members of the Department are ranking Canadian novelists, poets and playwrights.

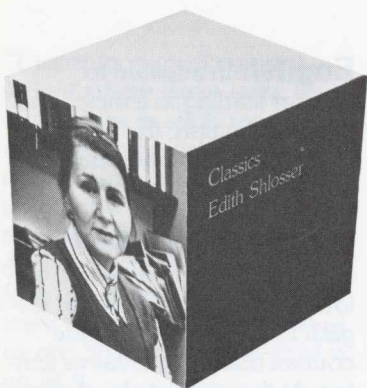
discipline, but of being right inside something.

Literature is one of the best trips of them all. Talk about consciousness-expanding. If you can participate in other people's consciousness (as you can in literature and, of all the arts, it's the only one where we can really become a part of someone else's consciousness), then obviously it's an incredible trip. If you're going to university specifically because you want job training, then perhaps literature can be a fascinating sideline. It can also be, particularly if the future is very amorphous for you, a marvelous education. It is its own end. Reading is just the begin-

ning of the process. To be able to participate in what other people think and feel and have thought and have felt, to be able in a matter of hours or minutes even, to live significant parts of other people's lives. That is its own reward. Then there's another reward in looking at how this is done, it's fascinating to examine "How did the author do this? How did he get me in there?" Or else how did he fail to get me in there? How come you have a basically fascinating plot and the

author didn't get you in there. Where did it go wrong? A lot of people forget that when you're studying literature, you are studying art. It's not a social science, it shouldn't be used to teach something else. It is an art, and as all art, it is an end in itself.

For someone like myself, in Canadian literature, Sir George is a good place because it treats Canadian literature responsibly as a legitimate academic pursuit and many universities in Canada don't treat it this way yet. The students demand Canadian literature. They want it, and the interest is growing.



"A woman who goes back to university after she has spent time raising a family has a unique opportunity. I stayed at home for a few years during the early childhood of my son. When he was in school I began to do different things. I found that the cross-section of different age groups in the Sir George evening sections was very stimulating and helpful."





Edith Shlosser,

B.A. (S.G.W.), M.A. (McGill),
Lecturer in Classics

I got married very young. I had an architect's training but I didn't finish my degree and I had a son, and I concentrated much more on bringing him up than on other things. I worked for many years as an administrator in business and took night courses. Then my husband encouraged me to study something that I liked, rather than taking education for another purpose, so I chose classics.

I just took one course at a time until I had accumulated enough credits to do something with, and then the last year I took five courses. I was working all this time. I was very busy, but the thing is that when you're studying something like this, that you're very interested in, you get a lot of energy from doing it. You get very very economical about your time... You can do much more than you think you can. You can begin slowly, and it's not much of a strain at first, and then you say to yourself, "Well, I can just carry that one more course."

... So, you grow, I think. It is a growing process, and education should be a growing process. I think that older people, after the initial effort, find it much easier than they thought it would be. I often have students who are my age or older, and at first they are very shy, but a year or two later they are different people. They grow, you can see the growth.

It took me six years to get my B.A., and then I did my master's degree in classics at McGill, and in the last year of my master's I began to teach, and I've been teaching ever since. Up until then it had really been just a matter of interest. Then I found I would like to combine the two things, but I didn't set out with the idea in mind. It evolved. In my own case I wanted to read things in the original. It is true that there are many excellent translations, but when you read something in its original language, the pleasure is much greater.

There is a strong interest again in classic literature today. If you look at the commentaries that are on the market, you cannot say that it is a dead study. There is an upswing in interest on the part of students. And I do get a very good cross-section, since the course is open to the whole university. I have students from commerce, from science, from engineering, who take the course purely from interest.

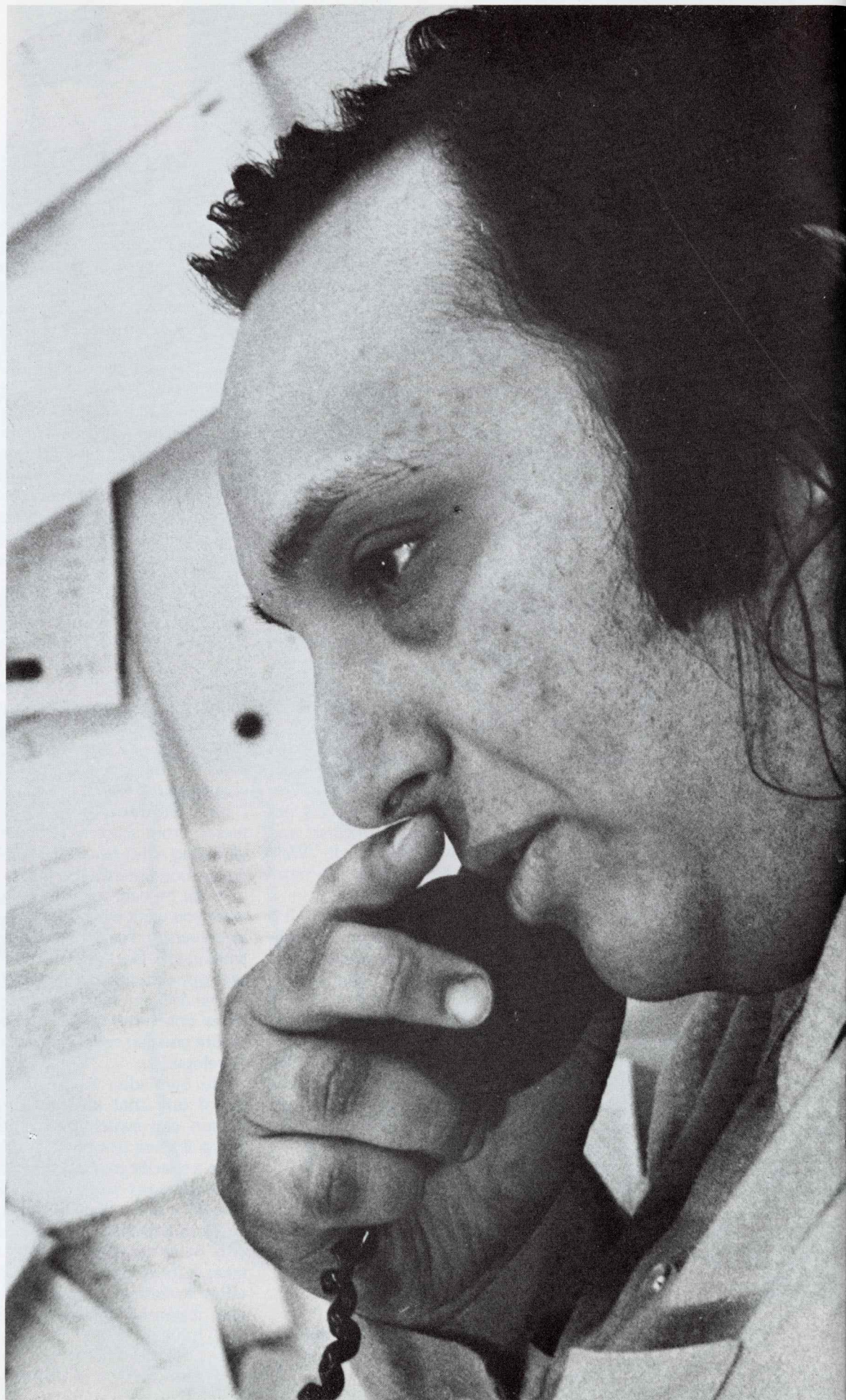
It can be very good to know what you want when you come to university, but it can be very limiting too. Because you don't see opportunities, you don't see what it can lead to. Sometimes you have to do a thing before you can see what can be developed.

My own idea is the traditional one that an educated person can switch into other things if there is a need. If you have a specific training, you are limited right there. In our changing times that is a very dangerous position to be in. If you have specific training, it takes a lot of time and a lot of effort to retrain to something else. It can be very difficult. If you have a much broader-based liberal education, you can sometimes make that switchover to something new much faster.

Classics, Modern Languages and Linguistics

The Department offers courses in Greek, Latin, German, Hebrew, Italian, Russian, Spanish, Portuguese and Arabic and in Linguistics. Courses are also provided dealing with the literature of Greece, Rome, Russia, Germany, Spain & Italy in translation. Programmes are available leading to a B.A. with a major in German, Spanish and Indo-European Linguistics and to a minor in the other languages taught in the Department.

"I started in accounting and had a professor who would cross out things on your balance sheet. He wrote on one of my assignments in the first two weeks of school, "Too messy for an accountant. Try dentistry or brain surgery".





Harvey Shulman,

B.A. (S.G.W.), M.A. (Carleton),
Assistant Professor of Political Science

I'm here because of a series of accidents. I never finished high school. And I'm very sensitive to the idea of how a university goes out and attracts people. Does the university offer the student a chance to come here on the basis of something he has performed at a different level of education? I feel people are able to change. I've been very much affected by my own experiences. I was a very poor student. I wasn't interested in school. I just couldn't care less if I passed or failed anything in the year, let alone what I was going to do in the future.

My success at university surprised me. I had never thought myself as having any type of intelligence but the more I went on the more confident I became and the more I wanted to know.

In effect, I fell into the toils of a system that is set up to capture people like me. You get pulled in through the door, you get a fellowship and a scholarship, and you don't want to leave it at that stage. You want to go on for more. And when I started to get good grades, I got lots of good grades.

I came here originally to become an accountant. Because really I was unaware of the wide range of possibilities into which I might fit. I couldn't then conceptualize at that level. I wasn't allowed to, in effect, because I never had had the luxury of thinking anything except "how do I make a living" because of the circumstances I grew up in.

So I changed courses. I ended up in a history of India course, merely because it was what was left. I had no choice. I found I liked the course. I then took one political science course the following summer and I liked it. Because by then I was really doing what I was more interested in.

In graduate school I never had it so good. I made more money in graduate school than I ever did working. The wages were much better as a student. And the work was more interesting.

Many of the students who get a liberal arts education are hired by corporations for training positions. A bachelor's degree means you are potentially trainable. It also gives you the flexibility for jumping off into the different professional areas. A bachelor's degree is preferable to trying to go straight into a profession like law from CEGEP. You're immature at that stage, compared to the people you will be in classes with. It is a tremendous pressure to commit oneself to a career at 18.

Many of the students who take political science as undergraduates go into law. Our students have done exceptionally well in graduate and professional schools. They place consistently among the top of their graduating classes. They tend to go into law, journalism or public service. Some take their Master of Business Administration.

My own career was partly reason, partly luck. You take a certain number of courses, you hit upon a good professor, this is a positive motivation for you to do something. There is no advice, knowing what I do now, that I could have given myself when I started, to reduce the risk of a wrong choice. Because if I had known all the right directions to take and exactly what I should have done professionally and career-wise, I would have missed a lot of enjoyable years and enjoyable times. University is a place that you enjoy. It's not something you dread coming to. It's a total experience, with emphasis on education.

Political Science The Department offers courses leading to a B.A. with honours and a major in Political Science or Political Sociology, a major in Canadian Politics, Comparative Political Studies, International Affairs or Political Philosophy.

Among the research interests of members of the Department on which they are preparing books are The Union National, Friendship in Politics, Jewish Organizations in Nazi Germany and South East Asian politics.

Jane Stewart,

*B.A. (Queens), Ph.D. (London),
Professor and Chairman of the Department of Psychology.*

"I really had no career ideas at all, I just kept going. I found what I was doing and the people I was meeting very interesting, but it never occurred to me that I would become a professional. It was the subject matter that kept me going."



When I started in on my first year of university I decided that I wanted to study psychology. I had a couple of relatives who were doing something in psychology or psychiatry. I didn't know very much about it but I had come to the conclusion that I would study psychology.

I think the thing I liked about psychology was that you had a handle on how you could find things out. You didn't have to accept somebody else's view or attitude towards a subject. You could actually do experiments and find things out, and I like that...

I had really no career ideas at all. I just kept going. I found what I was doing and the people I was meeting very interesting, but it never occurred to me that I — I don't know what I thought I would do — but I certainly didn't think I would become a professional. It was the subject matter that kept me going, that and doing well in it.

At that time, if you were lucky, you met some people who were really interested in what they were doing, and I think this is a terribly important thing for students — that is to meet some people who are really keen on whatever it is they are studying. I think so many students go through university without getting a chance to discuss anything that they're working on with anybody.

Students can have a lot more interaction with faculty now than they could then, just because they are the way they are... Students can do things to create student life, develop some special interest, it doesn't matter in what, something where they go into some aspect of life intensively, I think that's very important...

When I finished my BA I modestly thought I might do a master's degree in psychology

but without any end in view. So I applied to several universities, although I very much wanted to go to England. I wanted to leave Canada, just to travel and be away. And I specially wanted to go to London, and that's what happened.

I'd begun to be interested in psycho-pharmacology when I was in England. That was in the very beginning of the study of the behavioural effect of drugs, and I had decided that I might apply to a pharmaceutical company. I got a job at Ayerst Laboratories here in Montreal and really created a lab for psychopharmacological study.

I was there four years. I missed psychologists, even though I was married to one. I learned a lot of pharmacology, having known nothing before I went there. But I was hankering for teaching psychology and I taught at Sir George one year in the evening... and then I was offered a full-time job next year and I came here in '62.

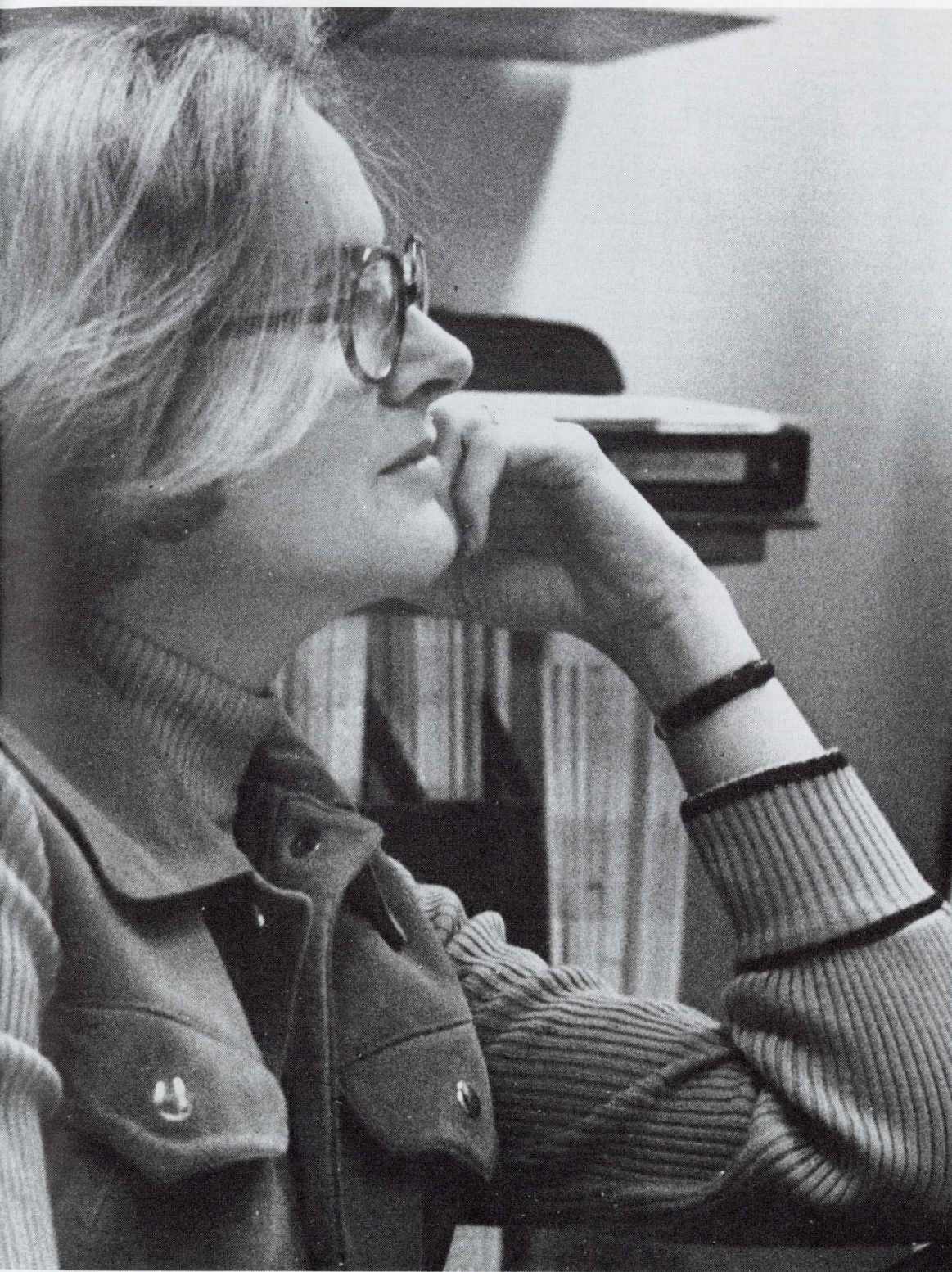
At that time there were about fifty full time faculty in the whole university. There were not really departments. There was the division of social sciences of which psychology had only two people. And all the departments were on the same hallway practically. It was the beginning of what you see now.

I think today's situation is more like it was when I went to university than it is like the period in the immediate past. When I was a student, I don't think that many people expected, when they did graduate studies, that they would achieve any great affluence from it. I think it would be better if more of the people who went to graduate school were doing it because they just wanted to rather than because

they thought it would get them a better job. I don't think it's going to get them a better job in the immediate future — it may in the long run — but I think we're back again to a point where simply having an education, or higher education, is not going to make an economic advantage.

I think psychology is an important basic course. My attitude to the introductory course is that it's most impor-





Psychology The Department offers honours and a major in psychology leading to a B.A. or a B.Sc. and a specialized B.Sc. in Psychology and Biology. At the graduate level programmes are available leading to an M.A. or a Ph.D. in both Experimental and Applied Psychology.

The Centre for Drug Dependence is associated with the Department. The Youth Habilitation Demonstration Project has been developed by members of the Department to provide public service, an internship setting for students and a research setting.

Members of the Department are involved in a wide variety of research projects, for example in drug dependence, behaviour modification, the biological basis of sex behaviour and the development of sex roles, perceptual and cognitive development, and psycholinguistics.

tant from the point of view of how it gets students to think about problems rather than the actual content. I think the most important thing is that they take an attitude towards knowledge, learn to withhold judgement, not expect to find answers immediately, because that's the stage psychology is in. We have an advantage because we don't have a lot of knowledge

to ram down the students' throat but we can teach students how to approach knowledge-gathering, knowledge-collection, how you would go about assessing information that you obtained through an experiment, or obtained from the radio... I think it can be very helpful in seeing what a human being is. It's certainly concerned with most of the questions that man has asked about himself, the kind

of questions to which one keeps getting old wives tales as answers. I think that even today, with as much knowledge as there is around, most of our minds are still cluttered up with an awful lot of old wives tales of one kind or another...

Gilbert Taggart,

B.A., M.A. (Colorado), Ph.D. (Montreal),
Professor and Chairman
of the Department of French.

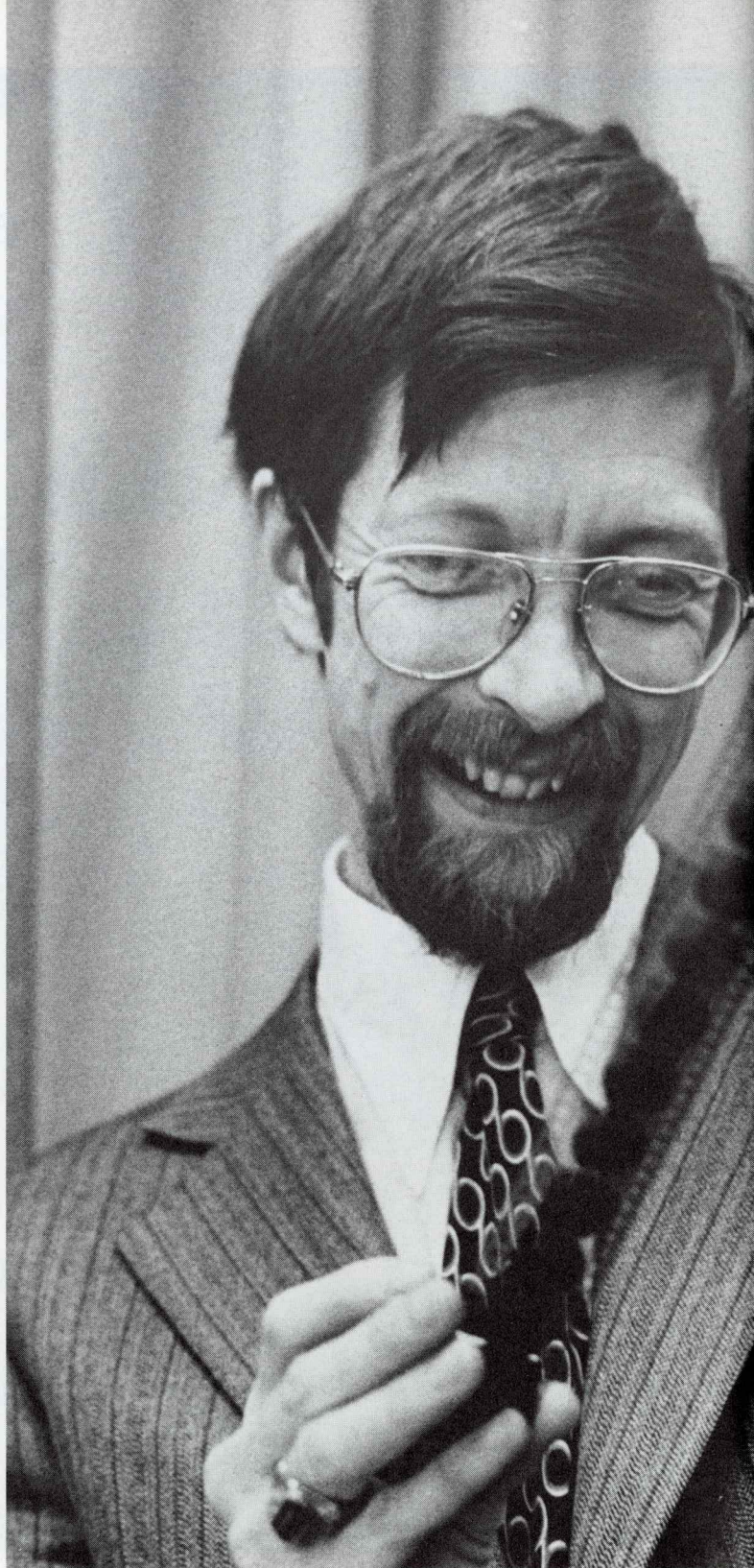


"When I was teaching part-time at Colorado College there were two French-Canadian students who were there for one specific reason and that was hockey. I was fascinated by this new accent, this new variety of French. The hockey players showed me a copy of a Montreal paper and in that paper there were advertisements for positions with the Protestant School Board. I replied to them and they offered me a year's teaching at Monklands High School."

I always counted on going to university. A high school education, even at the time I was finishing off, was really insufficient as a basic for a reasonable kind of career. Between my junior and senior years at the university I conceived a project of spending a summer in France. I was in Fine Arts and I was very much interested in the animated cartoon. I wanted to find out more about the work in cartooning in France. The summer I spent in France — the summer of '55 — was in fact a turning point in my career. The encounter with a foreign culture was fascinating.

When I came back, I took more courses in French, while continuing Fine Arts. Following my graduation, I applied for work in the animation field but that was a time of collapse for this area in the film industry. So I went back to France for two years to do further work in French, as a teaching assistant in a French high school. When I came home I was, of course, fluent in French.

Then I completed my M.A., taught at Colorado College and came to Montreal, thanks to my hockey-playing students. My year of high school teaching at Monklands was a painful experience. I'm afraid I was totally unprepared for the problems in discipline. I came out of there and was sort of wandering around the streets, and I went past the YMCA and saw this sign "Sir George Williams University." I don't believe that, during the year I had been here, I had realized that Sir George existed. I may have heard of it in passing, but nothing more. So I thought it would be worth a chance to go in and see what was available.



I found the university students more rewarding to teach than high school students, and this was especially true of the evening students. It was a pleasant experience from all points of view because it was a kind of mutual discovery in a class. Learning a second language enables you to almost acquire a second personality, and have a choice of personalities. This is something

that is very difficult to accomplish otherwise. If you speak another language you have a whole new framework for thinking and acting. You suddenly realize that two different lifestyles are possible. It is enriching, to see that our way of thinking and reasoning is determined by language. With a new language, you have a new set of ideas.



In my career I have profited a great deal from my Fine Arts training. In my language teaching I have constantly drawn on it, for example, in working out visual exercises or slide and

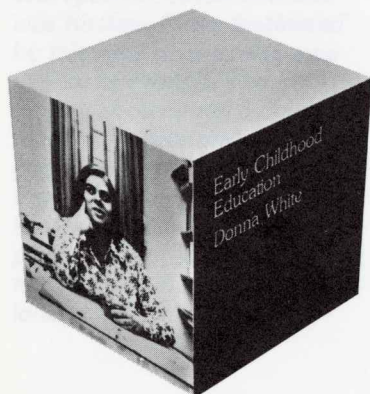
television presentation. I think at any given period of your life, if there is something that is pushing you and driving you, then it's a mistake to say "no" and say you should be in a field which is more stable or respectable or practical. My Fine Arts degree, for example, was not an error, but rather an enriching detour that has enabled

me to take a certain bent that is particular to me. In other work, to generalize out of my experience, having a strong interest in some subject is in itself sufficient justification for opting to study it.

French The Department offers two programmes leading to an honours B.A: one with a literature emphasis, the other with an emphasis on linguistics. There are major programmes in French and French/English Translation and a minor in French.

Courses are offered in the literature and language of France and of Quebec and in the teaching of French.

"I come from a very small town in Ohio and was probably the first person in my immediate family to go to college. I was a kind of romantic, I guess. I read a lot of novels about girls going to college and I wanted to go. I didn't have a very accurate idea of what was involved in college, really. I was much more concerned with living away from home and the idea that I would live with other girls in a dormitory. That was a very romantic kind of thing and I was very, very excited and anxious about it."





Donna White,

*B.S. (Ohio State), M.S., Ph.D., (U. Pittsburg)
Assistant Professor of Education and Psychology.*

I was a chemistry major until my very last year at university. In my third year two things happened — I took a psychology course, which I really liked and I got to thinking there might be alternatives to chemistry; and I found that I wasn't enjoying the chemistry as much as I thought. So I decided that maybe psychology was what I wanted. Then I just took a full year of nothing but psychology and graduated with a major.

My first year in graduate school I worked in Veteran's Administration, part-time — in clinical psychology. I worked in adult settings for maybe two or three years and then I went to a child setting. I found I really liked that, so I took my internship in clinical child psychology in New York.

I still had no idea of getting into education. While I was in New York I got a job as a post-doctoral fellow in research

with children, and that research involved going to a lot of nursery schools. At that time we saw kids in the Head Start settings — the deprived kids, we saw kids in the brain-injured, physically handicapped settings, and we saw normal preschoolers. We had a terrific opportunity there, to visit dozens and dozens of nursery schools all over New York and interview nursery school teachers. Had I stayed in New York I would have tried to go on in that area.

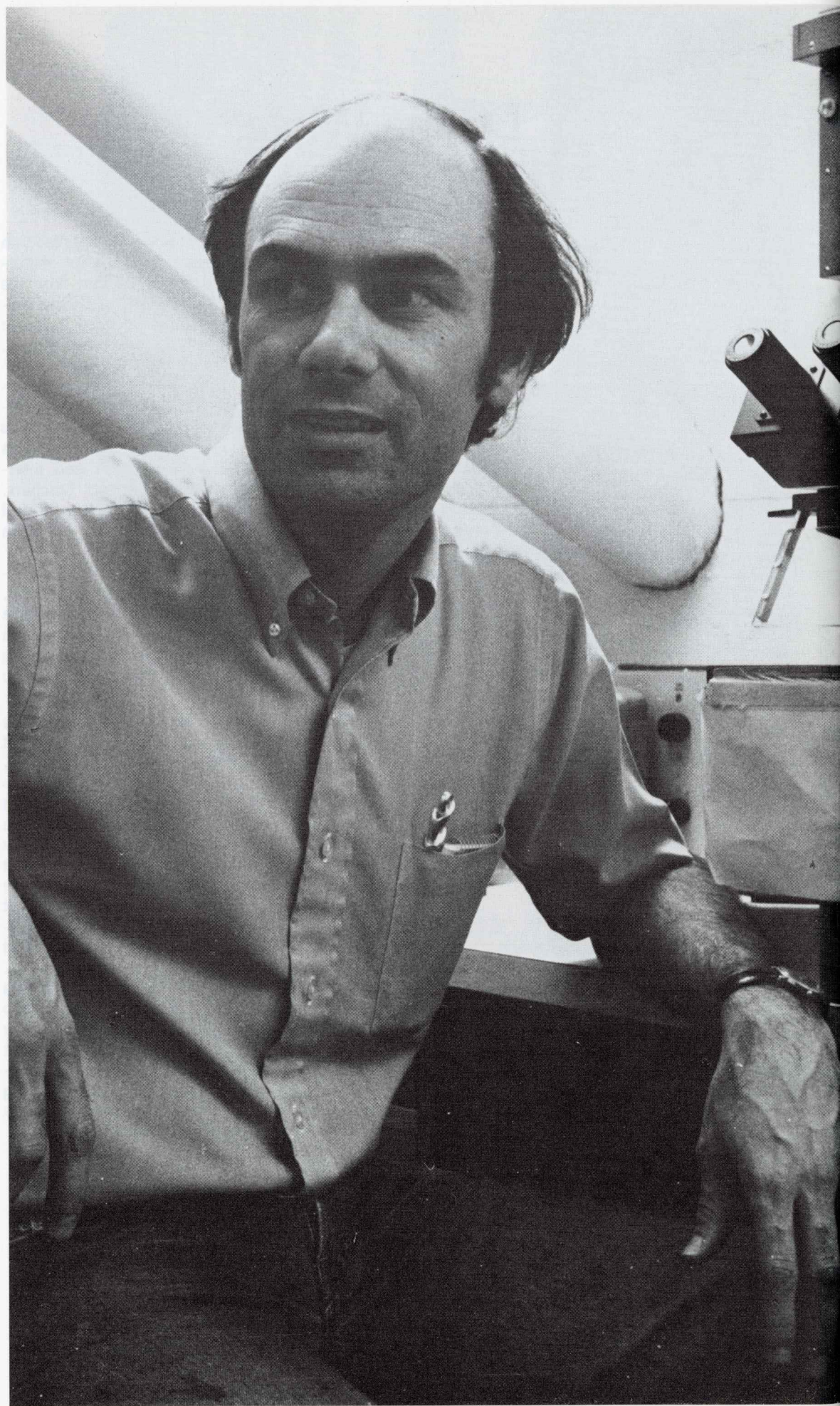
This program in Early Childhood Education is brand-new, and it's the first attempt made here in Quebec to train teachers to work with young children, at least at a university level.

The students who graduate from our programme are not going to have an easy vocation. I mean they're not just going to go work for the Protestant School Board. Pre-schools are not in that state here. They are probably going to have to start their own schools. And they're not just going to be able to quit and go some place else because someplace else is just going to be the same problem. Our students know that this is not a vocation that is going to pay them a high salary. They are interested in careers but they are not interested in making money. They have a feeling that this is something that they would like to do with their lives.

Education The Department offers courses leading to the B.A. with a major in Early Childhood Education and Education and Philosophy and minors in Education and the Philosophy of Education. The programme in Early Childhood Education provides, along with the courses, an internship for its students.

At the graduate level the Department offers work in Educational Technology and Educational Problems. Members of the Department are involved in research in areas such as the impact of television on native peoples, the educational problems of minorities, immigrants and part-time students, and in the philosophy of education and comparative education.

"The reason I took my second psychology course was that I had a girl-friend who I thought needed psychiatric help but wouldn't go for it. So I thought I would learn a little bit about it and help her out myself. But I found out there was a lot to learn in psychology before you can make much headway with those things. And then I switched girlfriends."



Roy A. Wise,

B.A., M.A. (California State), Ph.D. (McGill),
Associate Professor of Psychology.

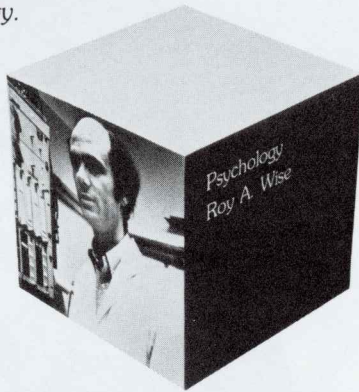
I'm a physiological psychologist and my main interest is in the neural circuits of pleasure and reward. I'm interested in drug dependence in that it seems to me that the same neural circuits should be activated both by natural and acquired rewards of drugs. I'm interested in whether the drugs with physiological rewards and the drugs with psychological rewards have an impact on the same circuitry. Although I'm in Arts, I'm really a neurological scientist.

I was a terrible student in junior college. In fact I was on scholastic probation because I had "C's" in all my courses except golf, and I failed golf. I just wasn't interested at all. Then I got progressively better as I started getting interested.

I did a lot of surfing when I was in junior college, and I took courses in just about all the departments there and I went to the university as a maths major because I had enjoyed calculus, which I got as an engineering student. Calculus is very concrete, and I did very well because I could visualize things, but my first exposure to higher mathematics really devastated me; at the same time I was taking a psychology course which I liked, and I ended up taking a bit more and a bit more, and getting involved.

I found that the more I got into psychology courses the more I liked them. I had tried many other things and that was really the only thing that captured my attention. I didn't really develop my present interests until I was in graduate school.

I think that my changes in direction were a good thing. I think it was a good thing for me and I think it would be a good thing for a lot of students that I see at Sir George. It may be a mistake for students to go right



on out of high school into college. It's a mistake to push students at all but somehow all the variety of things that I came into contact with have had an impact on me in some way and have contributed to the perspective I have on what I'm doing now. In other words I don't think the time was wasted at all. If I'd been at a university where they demanded good grades if you wanted to stay in, I would have flunked out. I just wasn't ready to focus my attention all that much. Institutions which demand students focus their attention are not good. You can push students to take a step, assuming that they will take the subsequent steps. They won't. If you let them flounder around for a while until they initiate a step they really care about, they might keep going. I think many times a student who has taken a couple of years off from school and then come back is a much better student than he would have been if he hadn't taken a couple of years off. They find out that the alternatives are not all

that attractive. Working for a couple of years really teaches you what boredom is, especially the kinds of jobs you get after high school — I worked as a stock clerk in a grocery store, as a machinist and a lot of other trades things. I saw academic life as much more attractive because of what I saw in those jobs.

One thing that I think is important is to make contact with someone good, as early as possible. If a person is good in his field, he should not only be teaching his undergraduates, but he should be teaching his colleagues what he's learned, and he should be learning something new all the time. And he teaches his colleagues by publishing. There are people at Sir George who are publishing and a student at Sir George comes into much more personal contact with them sooner than at some other institutions. From my point of view this is probably Sir George's greatest strength. Undergraduate classes at other universities are quite large and the opportunity for a student to come into contact with one of the professors who is doing research is fairly limited. And the strong thing about our program here is that the student has an opportunity fairly early to get working with an active faculty member in the research end of psychology — which is the testing of the theories.

If a student takes psychology just as part of a general arts course, one of its strengths is that it is science, and the student get exposed to scientific method and a way of looking at problems that he may never have been exposed to before.

Psychology The Department offers honours and a major in psychology leading to a B.A. or a B.Sc. and a specialized B.Sc. in Psychology and Biology. At the graduate level programmes are available leading to an M.A. or a Ph.D. in both Experimental and Applied Psychology.

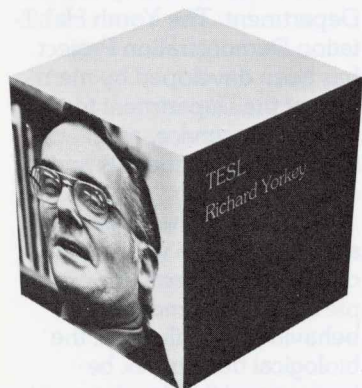
The Centre for Drug Dependence is associated with the Department. The Youth Habilitation Demonstration Project has been developed by members of the Department to provide public service, an internship setting for students and a research setting.

Members of the Department are involved in a wide variety of research projects, for example in drug dependence, behaviour modification, the biological basis of sex behaviour and the development of sex roles, perceptual and cognitive development, and psycholinguistics.

Richard C. Yorkey,

*B.A. (Yale), M.A. Ed.D. (Michigan),
Professor of Applied Linguistics.*

"I was what they call a 'staffite.' We were paid a thousand dollars a year, transportation, and room and board. We knew nothing about teaching, we knew nothing about the Middle East, we were simply to go out, live in the dormitories — not allowed to get married or anything — and provide a kind of American culture for students in the school."



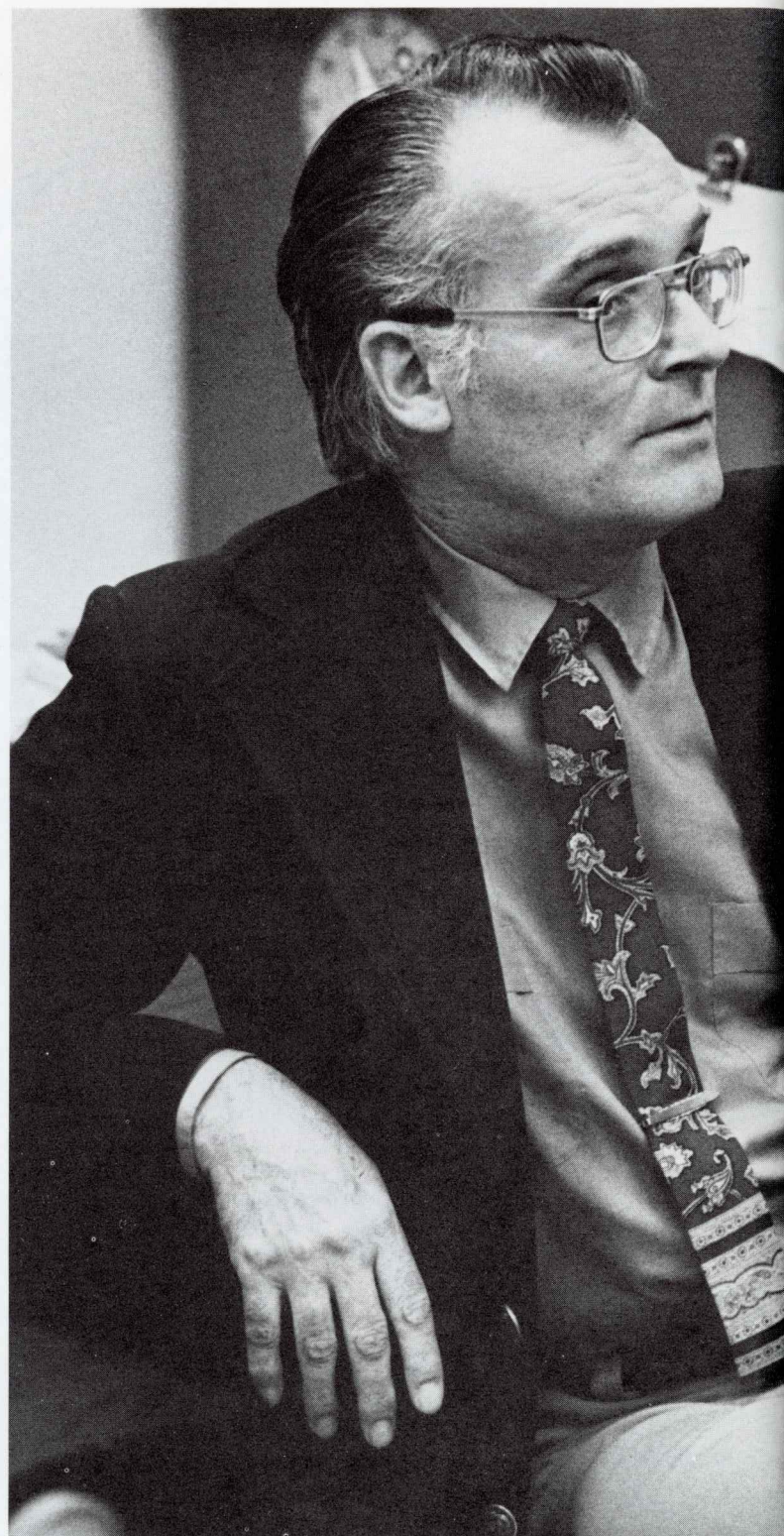
I went to Yale because of the Yale Drama School. I had intended to get into play-writing and theatre and then discovered from my experience in the freshman play that there was too much talent that I couldn't compete with. And so I got into English literature.

I didn't get any courses in English language at all — I think this is a failure of English literature courses, that they don't provide background in the history of English, the structure of English. I did a lot of writing, which was great.

It was a perfectly good undergraduate degree in literature. The trouble was, what does one do with a B.A. in English literature? Many end up in publishing houses in New York. I went to Beirut, and at the time I didn't even know where Beirut was.

The American University of Beirut was established in 1866. It was a Christian college but it has gradually lost its missionary outlook. It's an extremely fine university. The international college where I began was established to train younger students in English for the university. Although most of the students were Arab, we had students from forty different countries. We were learning to teach languages by trial and error.

We were expected to teach sixteen to twenty hours a week. I also edited the newspaper and the year book; coached the baseball team, and produced plays. But then during the first three years I realized that there must be a better way of teaching English than the way I was doing it. The school kindly sent me back to Michigan to get my degree,



with the understanding that I would return for at least four more years. So I went back for seven years. Then I got my doctorate and went back — well, I was there 23 years total.

By the end of the first year of my teaching experience I realized that this was the field that I wanted to be in. One of the thrilling things was that because I taught at the prep school for seven years and then went across the street to the university, I got a chance to see students whom I had taught in short pants in seventh grade come up through the university, go back to the States for



Centre for the Teaching of English as a Second Language (TESL)

The Centre for Teaching of English as a Second Language is a new and dynamic Department which is growing rapidly. It offers a 30-credit certificate course for elementary and secondary school teachers, as well as a 3-year programme leading to the degree of B.Ed. in TESL. Students registered in these programmes must do some supervised teaching (internship) in the Quebec schools.

Language courses for those whose mother tongue is not English are another important part of the Centre's offerings. Courses in English as a Second Language are offered off campus as well as on campus.

In addition to its regular programmes, the Centre offers specially designed intensive and bursary programmes for the Ministry of Education of Quebec. It puts on special short courses for organizations such as CUSO (for Thailand and Tonga for example) as well as for other government agencies.

their degrees, and come to the Senate and be colleagues with me, and chairmen of departments. Some of them I've known for twenty years now. And that's exciting.

But since 1967 the political situation changed, and it became difficult to teach. You never knew whether there was going to be a class or not, whether the students would take over the building, and I just decided to call it a day.

The people who make the best teachers have out-going personalities, the kind of person who is willing to stand up in front of a class, especially in language teaching, and play charades. I was always amused to realize that I was being paid to do something that I enjoyed doing.

I think it's encouraging that the TESL programme is al-

ready developing an identity and life of its own, because it's only two years old. We've developed a fine programme, very qualified teachers. We have tremendous enrollment. We just started the B.Ed. this year and we've got 84 students already. They have something like 200 students in the certificate programme. It demonstrates the need for this kind of teacher-training.

Paul McElligott

*Psychology; final year;
21 years old; Born in Montreal.*

I think it's a good school. I'm happy that I've gone here. I've learned a great deal. But there are a few things that I'm upset about. I think that there is a lot of room for improvement. Both academically and socially.

Even so, I've had a lot of fun here. Carnival week was great. And I've had no problems meeting people. In particular, I've met a lot of people through working with student government. There is a funny atmosphere in the school, maybe, it's because we are a commuter college. There might be more interaction among students. However, the interaction between students and faculty in psych is fantastic. I've got to know a lot of my professors on a one-to-one basis. It's helped me a lot both academically and socially.

Aline Gubbay

*Art History graduate studies;
last year U.S.P. student;
Born in Egypt; lived in Montreal
for 17 years.*

I decided to come to Sir George because I wanted to study Art History and because of the Undergraduate Scholars Programme. (I did a Social Work degree at McGill). I applied to McGill and Sir George for Art History but when I heard about the U.S.P. I decided I wanted to come here. I knew I wanted to study 18th Century English portraits. It was just a fantastic experience (the U.S.P.). You pursue the topic all by yourself although you do have an advisor you meet with. But you are really on your own. I think it's a fabulous programme particularly for the more mature student.

Nancy Hovey

*Psychology; final year;
Born 1930 in Montreal.*

I'm heading towards clinical psych and I'm interested in children particularly in language development.

It's the people that make a place what it is and I'm really impressed with the students here. There are a lot of really bright kids and a lot of really hard working kids. This is an advantage — having everything here in one building.

I will go back to teaching after I get my degree.

Barbara Brown

*History; final year; 21 years old;
Born in Winnipeg,
raised in Brandon; lived
in Montreal 5 years.*

I was accepted at McGill but I didn't like it so I decided to come here. The people here are fun to be with. They are more realistic. Sharp, witty kind of humour. They are more mark-oriented at McGill. The standard of teaching (at least in History) is very high. There is more opportunity to do original work. I think Sir George is a great place. I am glad I've come here because my courses have been very interesting and because of the people.

I think that sums up Sir George... you get nothing unless you put something into it.



Aylene Templeton

Sociology; final year; 29 years old; Born in Vancouver; lived here since 1967

Reasons of practicality led me to Sir George. I started off as a partial student. Sir George had the biggest curriculum to offer. I intend to take next year off, and then I intend to go to graduate school. I want to work in Sociology in just what area I don't know yet. My programme is challenging. I can't make any comments about the level of teaching because I've never gone to another university. I have found it extremely easy to meet people here.

Rita Schaffer

English Dept.; final year; joint major in English and Cinema; 32 years old; Born in Russia; lived in Montreal 25 years.

I came to Sir George because I had heard of the film department. It does have a very good reputation as does the English Department. The level of teaching is fine even at the level of survey courses. I have never been bored. If you put in, then the teacher also puts in, to an even greater degree.

The programme I am studying has satisfied my educational needs. Surprisingly so because this is an Arts degree that I am graduating with and yet the cinema aspect of it has given me enough knowhow in filmmaking for some of us to get jobs immediately after.

In the film department I have been getting technical knowhow. In the English Department I have been getting real, solid liberal arts background that is worth its weight in gold. I would encourage anybody to come here. If you make yourself known, if you ask questions, you will get a response.

Mary Spoel

English; final year; Born in Edinburgh; lived in Canada (Montreal) 18 years; Renaissance literature special interest.

My feelings have changed as my ideas have changed. I have great admiration for the way the programmes are run and for the opportunities for students. I think it's tremendous that way. There is everything here for people that they might want if they are going to go out and get it. If you really want to get everything out of university life it's all here for the looking.

From the academic point of view I would say by all means go there. If the person is relatively outgoing then they will find their way around but people who are a bit apathetic could be discouraged here because of the feeling that you are just part of a great big conveyor belt going past and nobody knows one from the other. For women my age (41) I think it's ideal — fantastic what this place has to offer. Everyone goes out of their way to help and they are very understanding.

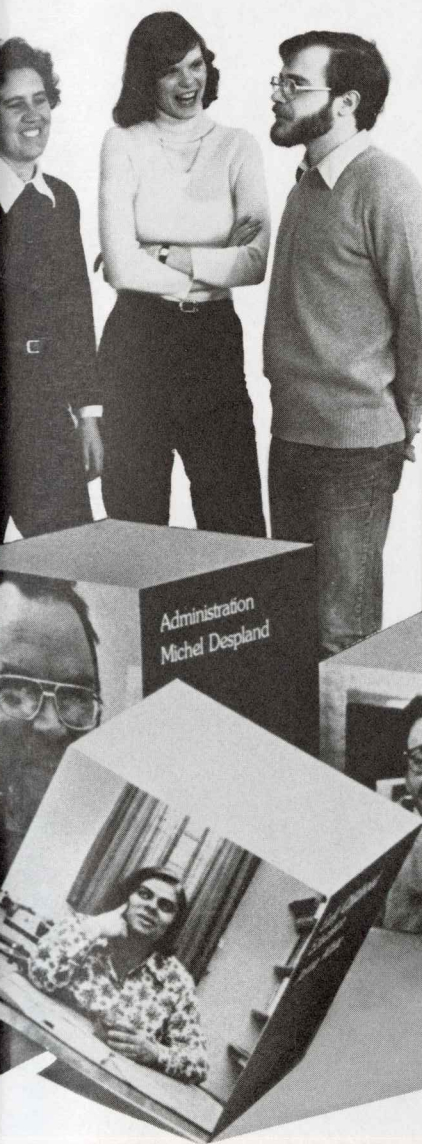
David Monahan

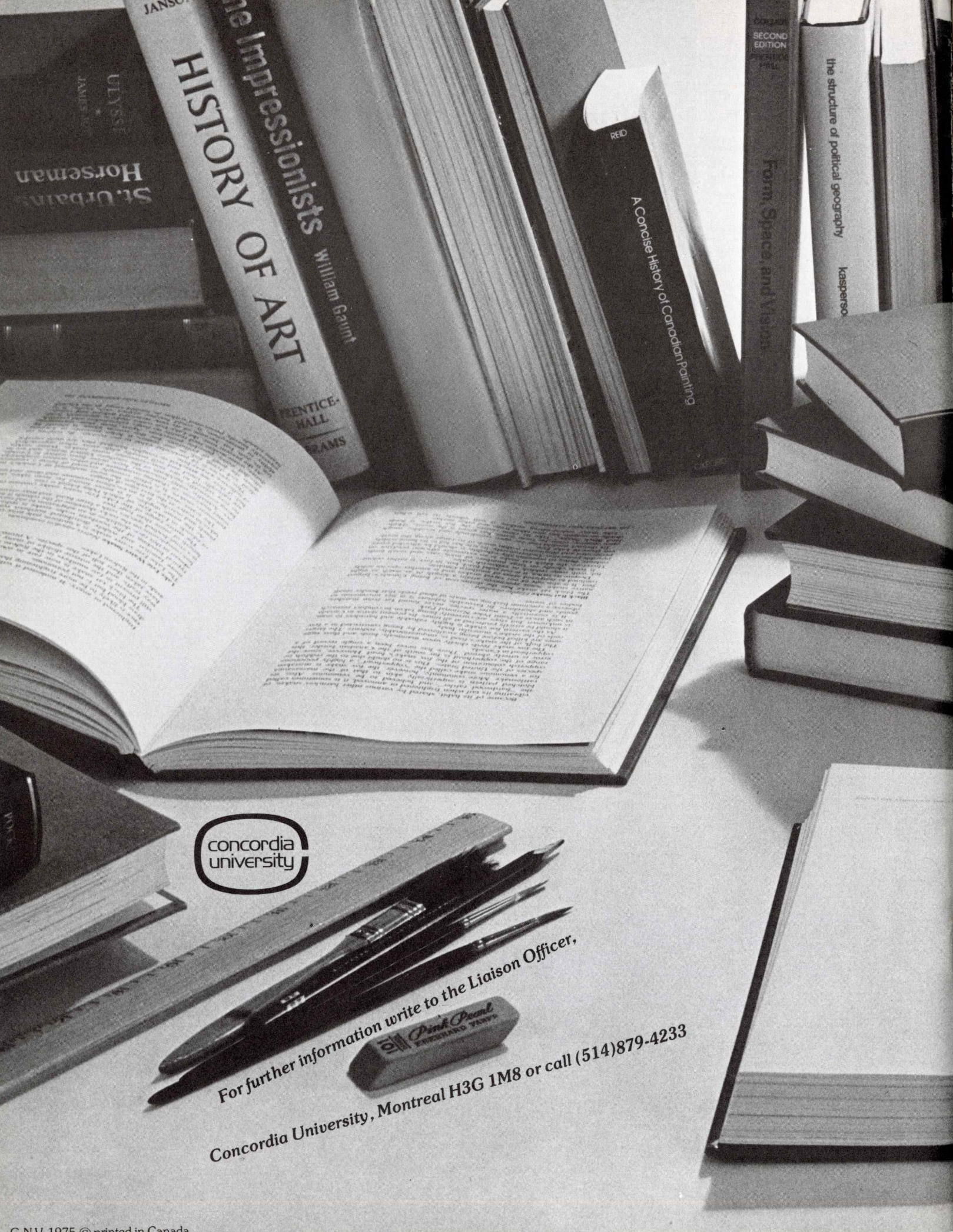
History; second year university; 21 years old; Born in Montreal.

I decided to go to Sir George because my teachers at Vanier CEGEP were very hepped up on Sir George. However, my prime reason for being here is because of the quality of faculty.

I have found it easy to make friends.

It is very hard to be alone in this building. If it were possible to be alone, I think this institution would be a lot saner. I think the lack of campus creates in turn a certain lack of cohesiveness in the place. Here I know I can see my professor practically anytime I want to. Sir George is a modern institution with high standards and thus the degree is worth much more.





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For further information write to the Liaison Officer,
Concordia University, Montreal H3G 1M8 or call (514)879-4233

